DOCUMENT RESUME

ED 370 046 CG 025 444

AUTHOR Epps, Patricia; Vallenari, Alison
TITLE CHAMPS: Peer Leadership Program for Middle School Students. Training Manual.
INSTITUTION CHAMPS Peer Leadership, Inc., Scottsdale, AZ.
PUB DATE 93
NOTE 234p.; For related documents, see CG 025 443-445.
AVAILABLE FROM CHAMPS Peer Leadership, Inc., 14425 N. Scottsdale Rd., Suite 400, Scottsdale AZ 85254-3449 ($49.95 each for 1-10 copies, $39.95 each for over 10 copies).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adolescents; Children; Elementary Secondary Education; *Intermediate Grades; Peer Counseling; *Peer Influence; *Peer Teaching; Prevention
IDENTIFIERS *Peer Assisted Leadership Program; *Peer Modeling; Peer Support Groups

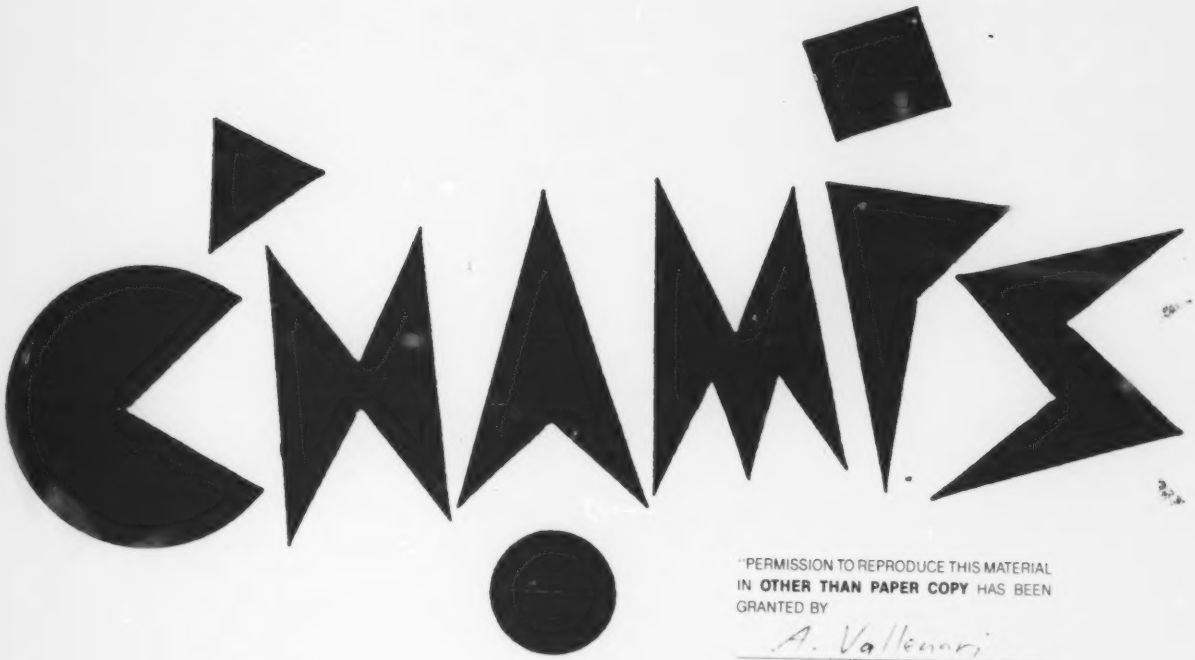
ABSTRACT

CHAMPS Peer Leadership is a program designed to prepare school and community teams to empower youth to take responsibility for themselves and to prevent abusive behaviors. Students who master process skills such as goal setting, team building, communication, self-responsibility, self-esteem, and empowerment, also have the capability to respond positively to life's challenges. This manual offers instructions on how to organize and sustain a CHAMPS program, in which kids support their peers and use peer pressure to bring about positive changes. The program may be broken down into three phases: (1) Staff Preparation Training; (2) CHAMPS Day, with details on student training; and (3) Program Implementation. The manual offers detailed instructions for each phase. Included are guidelines on team planning, staff and student selection, site selection, and orientation guides. The manual also provides specifics on the training of personnel and the types of activities to employ on CHAMPS Day--where the students learn to model positive peer skills--as well as strategies on how to sustain the program. Tips are given on how to evaluate the program and supplemental materials feature program handouts which offer step by step instructions. (RJM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 370 046

Training Manual for



"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

A. Vallenari

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Peer Leadership Program

for

Middle School Students

14425 N. Scottsdale Rd. Suite 400
Scottsdale, Arizona 85254-3449
(602) 991-9110

This project was developed for the purpose of preparing school and community teams to empower youth to take responsibility for themselves, and to prevent abusive behaviors. CHAMPS improves the school and community climate, beginning with a Peer Leadership training addressing the special needs of middle school students.

Copyright © 1993, by Alison Vallenari and Pat Epps

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

CG025444

Champs

Have

And

Model

Positive Peer

Skills

TABLE OF CONTENTS

	Page
Overview of the Manual	i
SECTION I: THE PROCESS: *An Introduction*	I
Orientation to How All This Works.	1
The Logistics Steps You Need To Know	2
Acknowledgments	3-4
About the Authors.	5
Program Overview	6
CHAMPS Peer Leadership Program (Chart).	7
Why Use a Peer Approach	
Research Based Material.	8-12
The Efficacy of Peer Leaders in Drug Abuse Prevention.	13
Substance Abuse Programs.	14-15
Summary of "The Case for Peers".	16-19
Goals and Objectives.	20-21
SECTION II: THE PLANNING: *Setting Up For A Successful Program*	II
Planning Your CHAMPS Program.	22
Team Planning Worksheet I.	23
Team Planning Worksheet II.	24-25
Staff Selection for the CHAMPS Training Team	26
Student Selection.	27
Youth Service Organizations.	28
Site Selection.	29

Student Orientation 30
Parent Orientation 31
Suggested Activities For Parent Night. 32
Sample Forms and Letters 33-35
Staff Orientation Meeting 36-37
The Finishing Touches - Logistics. 38

SECTION III: THE TRAINING:
Launching Your Program with CHAMPS Day III

CHAMPS Game Plan Overview. 39
CHAMPS Game Plan Design 40
Overnight Retreat. 41
Overnight Design. 42
CHAMPS Spirit Meeting 43
Spirit Meeting Opening Activities 44-45
CHAMPS Name Challenge 46
CHAMPS Meet CHAMPS 47
CHAMPS Bingo 48-50
CHAMPS In The Ring 51-55
CHAMPS Skills 56
Purpose of Workshops 57
CHAMPS Make Wise Decisions 58
Introduction 59
SNAP Decisions - Left Side/Right Side. 60-62
Decision Making Model 63
Brainstorming 64

Friendly Persuasion or Watch Out 65-67

Ring Around The Nosey. 67a-67b

North, South, East, or West? 68

"I Can't. . . .Activity" 69

CHAMPS Control Their Anger 70

Youth, Violence, and Dealing With Anger. 71

Guns and Youth Survey 72

All About Anger 73

Anger Graphs 74-75

Role-Play 76

Student Problem Survey 77

The Secret to UN-Angering 78

Re-Learning Anger 79

Additional Exercises to Practice Positive Ways to Deal with Anger 80

Peer Mediation Model 81

Peer Mediation Practice 82

Peer Mediation Sample Script 83-85

Confrontation: A Model 86

Conflict Resolution: A Model 87

Other Positive Approaches 88

CHAMPS Choose Healthy Alternatives 89

Getting High 90

Alternative Highs 91-94

Process Discussion 95

Like List 96-97

CHAMPlanning 98

CHAMPlanning Overview 99

Assigning CHAMPS Teams 100

CHAMPS Team Selection Worksheet. 101

CHAMPS Team Selection (Sample) 102-103

CHAMP CHEERS. 104

How to Do CHAMPlanning. 105

Team CHAMPlan. 106

Victory Celebration 107

Review of Skills 108

T-Shirt Distribution 109

CHAMPS Day Student Survey 110

Student Training Materials 111

SECTION IV: THE PROGRAM
Sustaining Your Program Throughout the Year. IV

Team Facilitator Information 112

After CHAMPS Day

Program Overview 113

Program Chart. 114

Role Of The CHAMPS Coordinator 115

Responsibilities Of Team Facilitators 116

Team Planning Worksheet III. 117

Team Planning Worksheet IV 118
Team Time Schedule (Sample) 119
Guidelines For Working With Your Team 120
Team CHAMPlan Form 121
CHAMPS Team Report Form. 122
CHAMPS Teams 123
CHAMPS Teams Overview. 124
CHAMPS Team Projects 125
Peer Turtor Team 126-128
School Beautification Team 129
Opinion Poll Team 130
CHAMPS In The News Team 131-135
Student Support Team 136
Student Discipline Council 137
Community Service Team 138
Peer Mediation Team 139-140
CHAMPS Puppeteer Team 141
Other Student Initiated Action Plans 142-143
Expanding CHAMPS Teams 144
Expanding Staff Involvement 145
Special All School Assembly 146
CHAMPS Application 147
Mini-Training Design 148
CHAMPS R.A.P. (Raising Academic Potential)
For At Risk Students 149-150
•Why Are Students At Risk? 151

•Major Factors That Put Students At Risk 152-153
•Criteria For Identifying At Risk Youth 154-155
•Identifying Students on Your Campus. 156
•Form To Introduce Parents of Selected Students
To The R.A.P. Concept. 157
•Follow-up Letter. 158
•Structuring The Teacher/Mentor Process. 159
•CHAMPS R.A.P. Session Schedule (Sample) 160
•Substitute Form. 161
•Utilizing The Student Support Team. 162
•Evaluating Your Results. 163
•Mid-Year Evaluation 164
•CHAMPS R.A.P. Sessions 165-186

SECTION V: THE RESULTS
Evaluating Your Program V

Baseline Data 187

Baseline Data Form 188

Office Of The Governor - Letter Documenting Final Evaluation Results . . . 189-190

SECTION VI: THE EXTRAS
The Supplemental Materials VI

How to Use Your Supplemental Materials. 191

Reproducibles For Student Training Folder
(Pages are left unnumbered for duplication)

SECTION VII: THE ENERGIZERS
Resources for the CHAMPS Team VII

Activities. 192-193

Additional Sources of Energizers. 194

OVERVIEW OF THE MANUAL

SECTION I: THE PROCESS
An Introduction

SECTION II: THE PLANNING
Setting Up For A Successful Program

SECTION III: THE TRAINING
Launching Your Program With CHAMPS Day

SECTION IV: THE PROGRAM
Sustaining Your Program Throughout The Year

SECTION V: THE RESULTS
Evaluating Your Program

SECTION VI: THE EXTRAS
Using The Supplemental Materials

SECTION VII: THE ENERGIZERS
Resources For The CHAMPS Team

SECTION I

THE PROCESS

An Introduction

ORIENTATION TO HOW ALL THIS WORKS

The Process Called CHAMPS

CHAMPS Peer Leadership is a program for the prevention of drug, alcohol, tobacco use, and other negative behaviors and issues.

More than a program, it is more accurately described as a process. The process of working with peers, asking students to take responsibility for themselves and for making positive changes in their schools and communities, is to begin them on the life-long process of decision making, action planning, and becoming a positive role model. We find that with such a process, you do not need a new program for every new issue that schools are being asked to address. The roots of all these social and academic issues are the same; that is students who have process skills such as goal setting, team building, communication, self-responsibility, self esteem and empowerment also have the capability to respond positively to the threats of gang involvement, dropping out of school, suicide, AIDS, or whatever new concern presents itself.

The peer approach is powerful in that peer pressure already exists and can be channeled as a positive force, if we know how to use it. Peers influence peers relative to social skills, achievement, identity, and empathy. As children reach pre-adolescence, peers become more influential and according to educational research analysis, "peer programs are dramatically more effective than all other programs, even at the lowest levels of intensity". (Tobler, 1986; Bangert-Drowns, 1988.)

CHAMPS has been tested with students throughout the United States, from rural and urban areas, and all ethnic groups. The issue of cultural diversity is important to the founders of CHAMPS . We elicit your feedback as to cultural relevance.

The most unique aspect of CHAMPS is the creation of a new and unique delivery system. "CHAMPS Day" gets the kids to support their peers and to begin using peer pressure as a force to bring about positive change. The lessons and activities of CHAMPS Day and on-going sessions are grounded in solid prevention research. The format of CHAMPS and the training is unique. It is the combination of these factors that makes CHAMPS both effective and easily replicable. You **can** do it - and we will show you how.

The activities and lessons within this training manual have been created, collected and adapted from the authors combined years of practical experience.

THE LOGISTICS STEPS YOU NEED TO KNOW

- Select CHAMPS Coordinator. See page 115
- Select and Orient Staff to Conduct CHAMPS Day
- Select Facilitators for CHAMPS TEAMS. See pages 116, 145
- Select Students to be Trained. See page 27
- Select Site and Date for CHAMPS Day Student Training. See page 29
- Conduct Inservice for parents and / or send home parent information / permission slip. See pages 31-35
- **Complete Planning Worksheets I & II** relating to preparation of CHAMPS Day Student Training. See pages 23-25
- Decide on CHAMPS Team Projects
  See Team Projects Student Initiated Action Plans.
  See pages 123-148.
- **Complete Team Worksheets III & IV** - Matching facilitators to teams and determining meeting schedule. See pages 117-119.
- **Conduct CHAMPS Day**
- Monitor Progress of Teams
- Evaluate and Watch the Great Results!

Acknowledgments

To produce a program that is truly relevant to the needs of students requires drawing on the skills and vitality of a great many people. Over the years CHAMPS has worked with hundreds of parents, teachers, administrators, and students who have all contributed to the creation of this program.

We would like to acknowledge and thank the following people for their unique assistance to this program:

The teachers and students of the schools involved in piloting this program who shared their experience and feedback:

Peoria School District, Connolly Junior High School , Fees Junior High School, DeGrazia Elementary, Thornydale Elementary, Alice Byrne Elementary, Ft. Defiance Agency, Navajo Nation.

The Flagstaff and Paradise Valley School Districts for their innovative work in the area of elementary peer leadership programming.

Funding sources for development and distribution:

Midwest Regional Center for Drug-Free Schools and Communities, Chicago, Illinois,
Arizona Governor's Office of Drug Policy
Arizona Department of Education

Corporate sponsors for their help and support:

Dairy Council of Arizona
U.S. West Communications
American Express Company

Russ Haan of After Hours for his creative design contributions

Peter Spiel for his time and editing ideas in reading the manuscript.

To Jim Kazen, Walter Hollins, and the Southwest Regional Training Center for their inspiration and their concept of team training.

For those individuals who believed in us and CHAMPS. We benefited from your support:

Mickey Finn
Brenda Henderson
Charlie Huebner
Bob Kuipers
Patrick McWhortor
Jack Moortel
Susan Schweikert
Bonnie Van Gorder

CHAMPS staff for their help and support, especially,
Patricia Epps, B.A. and Alison Vallenari, M.C.
Sue Harrison for her outstanding contributions to the efficient operation of CHAMPS.
Dee Dalton for her on-going efforts whenever we need her.
Diane Hilow and Ann Underwood for the outstanding effort in typing and retyping this manual.

Kathleen Feeney for her creative spark, innovation and willingness to give kids responsibility. She wrote up QUIKstarts to encourage schools to provide quick and easy ways to provide visibility and leadership to CHAMPS students immediately after their CHAMPS training.

Authors and publishers who gave CHAMPS permission to use or adapt their work.

The philosophy of training, prevention, and the resultant peer program reflect the thinking and commitment to alcohol and other drug abuse prevention held by the staff of the CHAMPS Peer Leadership Program. We joyously present it to you.

ABOUT THE AUTHORS

PATRICIA EPPS began specializing in drug and alcohol prevention when she attended School Team Training for the United States Department's Regional Training Center in 1985. The following year she served on the training staff. While a teacher in the Paradise Valley Unified School District in Phoenix, Arizona, Ms. Epps coordinated and designed a prevention curriculum program for a middle school which received the White House Recognition Award and was the only middle school in the United States to be listed in the U.S. Department of Education's booklet "Schools Without Drugs." Ms. Epps served as Prevention Coordinator for the Paradise Valley Unified School District in Phoenix, Arizona. Pat is one of the original developers of CHAMPS, a positive peer leadership program which targets fifth through eighth graders, CHAMPS II for high school youth, and most recently, CHAMPS HIV/AIDS Prevention Program. Ms. Epps conducts training for teachers and students across the country, specializing in school staff retreats and district School Team Training events. Pat has taught at the elementary, middle and high school levels. She holds a life-time teaching credential from the State of California and has done extensive work in curriculum development and programs for high risk youth. Pat holds a Bachelor of Arts Degree with an Education major from San Jose State University and has done Graduate work at Ottawa University.

ALISON VALLENARI has spent 16 years specializing in drug and alcohol abuse prevention and education. She has served as the Director of Training for the United States Department of Education's Southwest Regional Training Center in "The School Team Approach." Prior to that, Ms. Vallenari consulted throughout the Southwest Region, and the Midwest Region since 1975. Ms. Vallenari has served as Training Director for School Team Training Cycles throughout the country, and has provided technical assistance to over 100,000 school and community personnel in some 500 school districts across the nation. She is the former Director of Counseling for Pre-Hab of Mesa, a community drug treatment agency having conducted prevention support groups in the schools. Alison has taught high school social studies and directed her own private counseling practice. Ms. Vallenari has become a nationally known specialist in Peer Leadership programs, having developed and conducted hundreds of elementary school, middle school and high school peer programs. She is also an original developer of the CHAMPS Peer Leadership Program, CHAMPS II, for high school youth, and CHAMPS HIV/AIDS Prevention Program. Alison has a Bachelor's Degree in History Education, a Master's Degree in Secondary Education and a Master's Degree in Counseling Psychology.

Program Overview

Peer Leadership Training has proven to be one of the most effective mechanisms for effecting positive change in our youth. Targeted at preventing drug and alcohol abuse and other destructive behaviors, Peer Leadership Training can be a critical component in a comprehensive prevention program.

The participants of this training will be able to return to their respective schools and begin to implement a five-year plan for a comprehensive Peer Leadership Program. This notebook will serve as a guide for maintaining the program during the year and subsequent years.

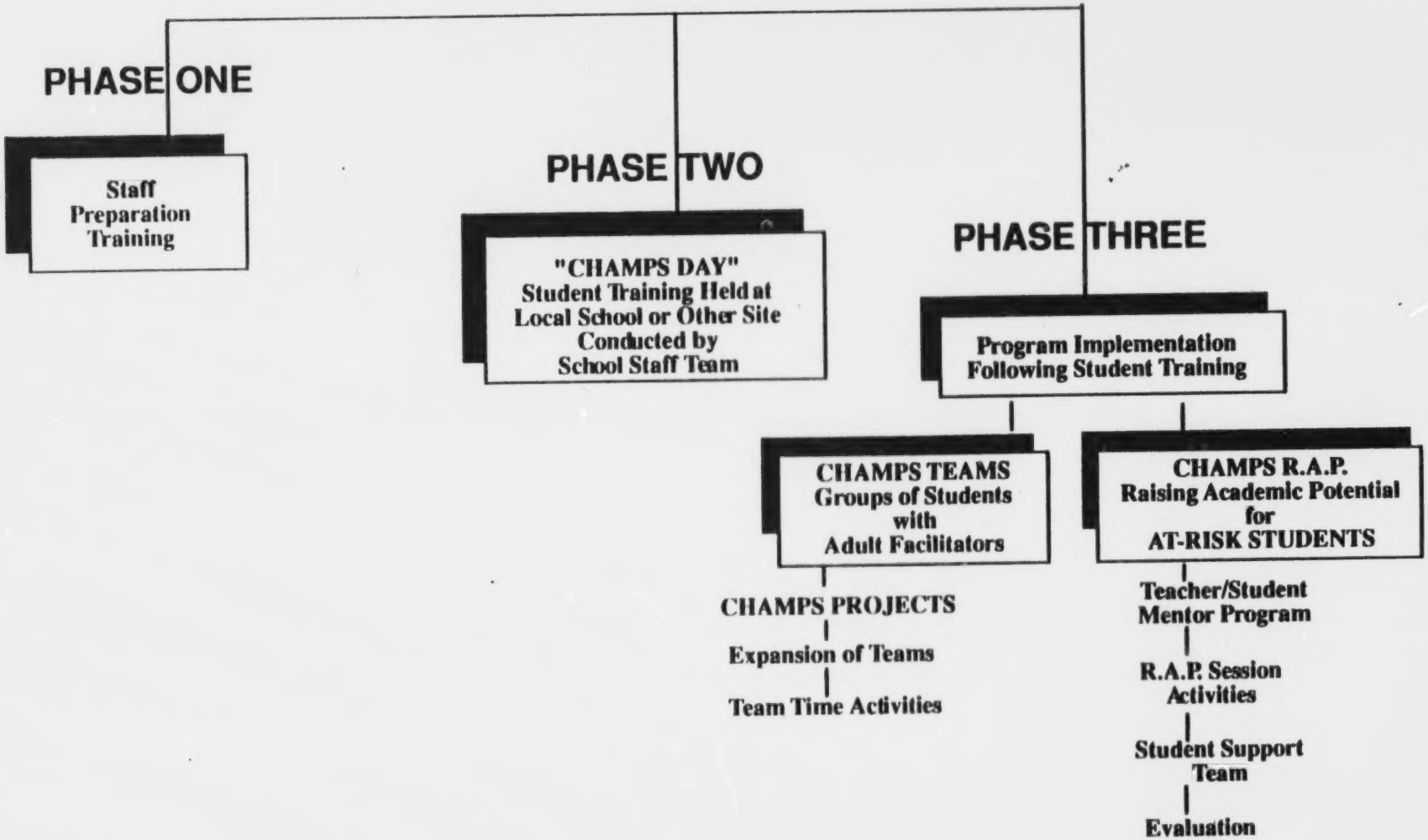
During the training, students will be developing a more positive self-concept, gaining leadership skills, increasing their level of motivation, building their skills, (i.e., goal setting, action planning, dealing with peer pressure and handling their anger without violence), and developing an appreciation for working in a team approach when addressing school and community challenges.

CHAMPS means:

Champs
Have
And
Model
Positive Peer
Skills

CHAMPS is firmly committed to the concept that all students have leadership ability and that it is best developed through active use. Throughout the year, students will practice the skills introduced on CHAMPS Day. They will learn leadership skills by leading activities. They will learn goal setting skills by writing and implementing action plans. And they will learn decision making skills by deciding on ways to improve themselves and their schools and then doing it!

CHAMPS Peer Leadership Program
Middle Schools


PHASE ONE
Staff Preparation Training
PHASE TWO
"CHAMPS DAY" Student Training Held at Local School or Other Site Conducted by School Staff Team
PHASE THREE
Program Implementation Following Student Training
CHAMPS TEAMS Groups of Students with Adult Facilitators
CHAMPS PROJECTS
Expansion of Teams
Team Time Activities
CHAMPS R.A.P. Raising Academic Potential for AT-RISK STUDENTS
Teacher/Student Mentor Program
R.A.P. Session Activities
Student Support Team
Evaluation

Rev. 9/93

WHY USE A PEER APPROACH?
Research Based Material

CHAMPS Peer Leadership Training is solidly research based. Drawing primarily from the research of Nancy Tobler (Meta-Analysis of 143 Adolescent Drug Prevention Programs, 1987) and Dr. David Hawkins (Hawkins, Lishner, Catalano, Etiology of Drug Abuse: Implications for Prevention, 1985), CHAMPS draws upon the most current empirical information available.

Tobler's statistical analysis of adolescent drug prevention programs utilized a procedure which alleviates much of the subjective bias in evaluating program effects. She identified 16 strategies of prevention programs which she collapsed into the following five categories:

1. Knowledge only - presentation by teacher of legal, biological, and psychological effects of drug abuse; scare tactics.
2. Affective only - self-esteem building, self-awareness, feelings, values clarification, experiential activities.
3. Peer Programs - positive peer influence; peer teaching; peer counseling, helping, and facilitation/ peer participation - subdivided into those focusing of refusal skills (saying no) and those concentrating on interpersonal and intrapersonal life skills.
4. Knowledge plus affective - combination of 1) and 2)
5. Alternatives - activities more appealing than drug use - subdivided into those focusing on community involvement activities and those concentrating on increasing basic competency skills for at-risk youth.

Tobler's major conclusions are as follows:

1. For the average adolescent (as contrasted with at-risk youth), "Peer programs are dramatically more effective than all the other programs" even at the lowest levels of intensity (hours spent in prevention programming).
2. For the high-risk (special populations) adolescent, alternatives were shown to be effective "for increasing skills and changing behavior in both direct drug use and indirect correlates of drug use" in a manner equivalent to that obtained by peer programs for the average youth.

Tobler's research clearly and convincingly supports the effectiveness and cost-effectiveness of even low-intensity school-based peer programs for reducing drug abusing behaviors among the general adolescent population.

The extremely positive results of peer programs in reducing substance abuse among adolescents as identified in Tobler's meta-analysis and in other substance program evaluations suggest the power of the peer group as a socializing agent in developing positive behaviors. The critical element in the success of the peer program approach may be the sense of **connectedness**, that is participation in meaningful activities, as well as **control**, that is, assumption of responsibility, that youth experience.

Dr. David Hawkins has identified the specific risk factors that correlate most closely to drug and alcohol abuse in the expectation that pinpointing and targeting those characteristics for change will show the most dramatic results in prevention (Hawkins, 1985). Just as the identification and reduction of risk factors leading to heart disease has been effective, so, reasons Hawkins, will the same procedure yield results in drug and alcohol abuse.

CHAMPS Peer Leadership Training directly focuses on three major risk factors as identified by Hawkins.

1. Lack of social bonding to school, home, or other institutions.
2. Friends who use.
3. Early age of first use.

Lack of Social Bonding
CHAMPS Peer Leadership Training is an impactful method of socially bonding even the most reluctant children to school. The method used is a reversal of the powerful tool called "peer pressure" . CHAMPS helps make school the place to be and positive friendships more readily available to each child.

Friends Who Use
CHAMPS confronts the influence of friends who use in a direct and skillful manner. Students learn and practice peer pressure reversal strategies and have fun doing it. The trend is reversed so that friends who **don't** use, influence friends who do.

Early Age of First Use
The average age of first use for drinking alcohol in the United States is now 12 years old, while marijuana first use is even lower at 11.8 years. We know that early age of first use correlates directly as a risk factor for abuse. CHAMPS Peer Leadership Training targets exactly the age group who needs it most, training students in social competencies when they need it most.

In closing, we know that Prevention Programs are most effective when they are sustained and ongoing efforts (Scheurich, 1986, D.C.C.C.A. Counseling and Resource Center, Lawrence, Kansas 1986). CHAMPS Peer Leadership Training starts out with a bang, getting the students attention and obtaining their buy-in. CHAMPS then continues through classroom activities, school and community projects, and cross-age peer teaching, to sustain and extend the initial training throughout the school year and on into life.

For full descriptions of risk factors, consult the following articles:

Hawkins J.D., Lishner, D.M., Catalano,
R.E. Childhood predictors and the prevention of adolescent substance abuse, in C.L. Jones and R.J. Battjes (eds.), *Etiology of Drug Abuse: Implications for Prevention.* Washington, D.C., National Institute on Drug Abuse, aDN85-1385, 1985.

Tobler, Nancy, *Meta-Analysis of 145 Adolescent and Prevention Programs*, 1987.

Scheurich, J. D.C.C.C.A. Counseling and Resource Center, Lawrence, Kansas, 1987

Risk Factors Within Students' Influence Groups

The greater the number of risk factors within a student's school, family, peer group, and community, the greater the likelihood that he or she will experiment with or use chemical substances. Studies have identified a wide range of factors that heighten the risk of students' use of tobacco, alcohol, and other drugs (Kandal, 1982; Cooper, 1983; Hawkins and others, 1985; Polich and others, 1984; and Perry and Murray, 1985). Some of the predictive factors within the various groups are listed below:

Community

- Economic and social deprivation
- Low neighborhood attachment and high community disorganization
- Community norms and laws favorable to the use of tobacco, alcohol, and other drugs
- Availability of tobacco, alcohol, and other drugs

Families

- Family management problems
  - Lack of clear expectations for children"s behavior
  - Lack of monitoring
  - Inconsistent or excessively severe discipline
  - Lack of caring
- Use of tobacco, alcohol, and other drugs by parents or parents' positive attitudes toward use
- Low expectations for children's success
- Family history of alcoholism

School

- Lack of a clear school policy regarding tobacco, alcohol, and other drugs
- Availability of tobacco, alcohol, and other drugs
- School transitions
- Academic failure
- Lack of involvement in school activities
- Little commitment to school

Individual and peers

- Early antisocial behavior
- Alienation and rebelliousness
- Antisocial behavior in late childhood and early adolescence
- Favorable attitudes toward drug use
- Early first use
- Greater influence by and reliance on peers than parents
- Friends who use tobacco, alcohol, and other drugs or sanction their use

Protective Factors

Studies have also identified factors that protect young people from experimentation with or use of tobacco, alcohol, and other drugs (Perry and Murray, 1985; Hawkins and
others, 1985; Robins and Przybeck, 1985; and Kandal, 1982). One of the clearest frameworks for planning protective strategies is based on the social development approach defined by the respected researcher David Hawkins. He recommends:

- Promoting bonds to family, school, and positive peer groups through opportunities for active participation
- Defining a clear set of tactics against drug use
- Teaching the skills needed to learn the tactics and take advantage of the opportunities
- Providing recognition, rewards, and reinforcement for newly learned skills and behaviors

Children who have grown up with many of these protective factors develop resiliency and strength. They are, therefore, less vulnerable when confronted by difficult situations (Garmezy, 1974; Rutter, 1979; and Werner 1986). Certain social competencies characterize resilient children:

Effectiveness in work, play, and relationships

- They establish healthy friendships.
- They are goal-oriented.

Healthy expectancies and positive outlooks

- They believe that effort and initiative,will pay off.
- They are oriented to success rather than to and failure.

Self-esteem and internal locus of control

- They feel competent, have a sense of personal power, and believe that they can control events in their environment rather than being passive victims.

Self-discipline

- They have the ability to delay gratification and control impulsive drives.
- They maintain an orientation to the future.

Problem-solving and critical thinking skills

- They have the ability to think abstractly, reflectively, and flexibly.
- They are able to define alternative solutions to problems

Humor

- They can laugh at themselves and situations.

Hawkins, J.D., Lishner, D.M. Catalano,
R.E.Howard, M.O. Childhood predictors of adolescent substance abuse: toward an empirically-grounded theory. *Journal of Contemporary Society* (in press).

Tobler, Nancy, *Meta-Analysis of 145 Adolescent and Prevention Programs*, 1987.

Scheurich, J. D.C.C.C.A. Counseling and Resource Center, Lawrence, Kansas, 1987

THE EFFICACY OF PEER LEADERS IN DRUG ABUSE PREVENTION

OVERVIEW OF THE RESEARCH

The efficacy of peer leaders in drug abuse prevention. *Journal of School Health.* Vol. 56, No. 9, November 1986, pp. 407-411.

ABSTRACT; The results from school-based, peer-led psychosocial smoking prevention programs suggest that this approach is effective in reducing smoking onset rates. The authors conclude that peer leadership can be an effective vehicle for drug abuse prevention among adolescents.

Peer educators have been selected and trained to modify environmental, personality, and behavioral factors to deter drug abuse, based primarily on psychosocial conceptualization. At the environment level, peer educators serve as potent role models by demonstrating nonuse, by creating a norm that drug use is deviant rather than acceptable, and by providing alternatives to drug use. At the personality level, peer educators reinforce the importance of social responsibility and the value of health to weaken the importance of drug use. At the behavior level, peer educators teach social skills to resist pressure to use or try drugs and also help students identify and practice health-enhancing alternatives to drug use. The role of the peer educator is to serve as a positive role model and to provide social information rather than merely providing facts. For this reason, and because most programs have attempted to identify students who exhibit leadership qualities, peer educators in drug abuse prevention programs are most often referred to as peer leaders.

Compared to programs in which the teacher alone manages the classroom, peer leaders enhance the program's applicability by modeling appropriate behaviors outside the school setting where experimentation with drugs is more likely to occur. Peer leaders have greater credibility regarding social information than teachers. while teachers are more credible sources of factual information. Because peer leaders posses fewer preconceived notions than teachers about how to teach in a classroom setting, peer leaders may be easier to train to conduct more experiential educational programs aimed at changing behavior. Peer leadership gives students positive opportunities to be responsible to themselves and others by being actively involved in the teaching process.

EFFICACY OF PEER-LED PROGRAMS

Overall, the results from school-based, peer-led psychosocial smoking prevention programs suggest that this approach is effective in reducing smoking onset rates.

SUBSTANCE ABUSE PROGRAMS

Substance Abuse Prevention
Recent Developments and Future Directions

Journal of School Health. Vol. 56, No. 9, November 1986, pp. 369-374.
Copyright, 1989. American School Health Association, P.O. Box 708, Kent, OH 44240. Reprinted with permission.

Gilbert J. Botvin, PhD, Associate Professor and Director, Laboratory of Health Behavior Research, Cornell University Medical College, New York, NY 10021

ABSTRACT: Substance abuse continues to be one of the most serious problems facing communities throughout the United States. Existing school-based prevention programs have produced disappointing results when carefully evaluated. However, promising research has been conducted during the past eight years with two new prevention models that focus on the psychosocial factors believed to promote substance abuse. One, the social influence model, is designed to increase adolescents' ability to resist social influences to smoke, drink, or use drugs. The other model, though also designed to increase adolescents' resistance to pro-substance use social influences, focuses primary attention on the development of an array of cognitive-behavioral personal and social skills. More than 20 research studies testing programs based on these two prevention models have demonstrated significant reductions in substance use.

Traditional substance abuse prevention approaches have produced disappointing results. These newer "psychosocial" approaches to substance abuse prevention differ from more traditional prevention strategies in that they are based on a more complete understanding of the fundamental causes of tobacco, alcohol, and drug use/abuse. The approaches are grounded in psychosocial theory and utilize well tested cognitive-behavior change techniques. Perhaps most important, the programs have been subjected to careful evaluation using increasingly rigorous research designs.

SOCIAL INFLUENCE APPROACHES

The development of smoking prevention strategies that focus on the social influences promoting cigarette smoking is based on the recognition that peer and family influences consistently play important roles in smoking initiation. Though not yet established empirically, media influences also appear to play an important role in influencing adolescents to begin smoking cigarettes. In general, the social influence approach to smoking prevention involves: 1) making students aware of the social influences to smoke that they might be exposed to; 2) teaching specific skills, such as refusal skills, with which to resist those influences; and 3) correcting misperceptions of social norms about smoking, such as making students aware of the fact that most adults and adolescents do not smoke.
Two distinctive features of the expanded approaches are the use of peer leaders (either older or same-age) to deliver some or all the program and the use of role playing and social reinforcement techniques for teaching students skills for

resisting offers to smoke cigarettes. All studies using a social influence approach demonstrated significant reductions in smoking behavior. The results reported generally range from reductions of 33% to 39% in the proportion of individuals beginning to smoke comparing the proportion of new smokers in the experimental group with that of the control group.

In addition to evaluating the effectiveness of the prevention program for all students participating in the study, several social predictors of cigarette smoking, such as peer smoking, parent smoking, and sibling smoking, were used to determine the impact of the program on students identified as most likely to become cigarette smokers. In this case, the prevention program was found to be even more effective for students identified as being at high "social risk" for becoming a cigarette smoker than for other students in the sample, producing an 85% reduction in the proportion of nonsmokers becoming experimental smokers and a 100% reduction in the proportion becoming regular smokers.

It is generally is assumed that peer leaders play an important role in the social influence approaches. Indeed, using same-age or older peer leaders is a feature evident in nearly all the social influence approaches. In general, evidence supports the use of peer leaders for this type of prevention strategy.

PERSONAL AND SOCIAL SKILLS TRAINING APPROACHES

The primary distinguishing feature of these approaches is that they typically include two or more of these components: 1) general problem-solving and decision-making skills such as brainstorming and systematic decision-making techniques; 2) general cognitive skills for resisting interpersonal or media influences such as identifying persuasive and advertising appeals and formulating counter arguments; 3) skills for increasing self-control and self-esteem such as self-instruction, self-reinforcement, goal setting, and principles of self-change; 4) adaptive coping strategies for relieving stress and anxiety through cognitive coping skills or behavioral relaxation techniques; 5) general interpersonal skills such as initiating social interactions, complimenting, and conversational skills; and 6) general assertive skills such as making requests, saying "no", and expressing feelings and opinions. These skills are taught using a combination of instruction, demonstration, feedback, reinforcement, behavioral rehearsal (practice during class), and extended practice through behavioral "homework" assignments.

More than 20 research studies testing programs based on these two prevention models have demonstrate significant reduction in substance use (typically cigarette smoking). In general, the personal and social skills training programs appear to produce greater reductions in substance use than the social influence programs with the largest effects produced by programs combining components from both approaches.

Summary Of

"The Case for Peers"

By

Bonnie Benard

December 1990

Introduction

A year ago I wrote an article for the Illinois Prevention Resource Center's *Prevention Forum* Newsletter which addressed the critical need for the prevention and education fields to change the framework from which they often view youth, to see children and youth not as problems which need to be fixed but as resources who can contribute to their families, schools and communities (Benard, January, 1990). In that article I discussed a powerful strategy for providing youth the opportunity to be useful contributing members of their communities- youth service. I still believe youth service programs at the middle, junior, and high school level can play a major role in reducing the alienation many youth feel from their families, schools and communities, a disconnectedness that often manifests in the social problems of alcohol/drug abuse, teen preganancy, and dropping out of school. However, what has become increasingly clear to me this last year is the need for children to experience themselves as resources from *early childhood on*. This means " youth service" must be a concept we infuse throughout our schools from the preschool level forward; "youth service" should not be another program or course tacked on to an already overfull curriculum. The chances that a semester of youth service will instill in an already alienated adolescent a sense of personal worth and value-after experiencing years of treatment as a "problem"- are slim.

What I am advocating in stating that the concept of youth service must be infused throughout our schools is none other than the adoption of a *peer resource* model of education in which schools and classrooms are restructured so that youth-from early childhood through late adolescence-are provided ongoing, continuous opportunities to be *resources to each other*. While I have referred to peer programs in the past (Benard, January 1988) as the "lodestone to to prevention, " based on their effectiveness in reducing the rate of substance use in adolesence, the rational for a peer resource model of education is so multifaceted and grounded in research evidence for the effectiveness of peer resource programs on youth's academic and social development is so compelling, I felt that a summary of these various bodies of reasearch supporting peer resource strategies should contribute to the prevention field's mission of working to create supportive environments that empower individuals to make healthy, positive decisions and to achieve their human potential.

The Rationales for Peer Resource Programming

I. Importance of peer relationships in social development

According to several child development researchers, in the United States social science research has focused almost exclusively on adult-child interaction-especially the parent-child relationship-as the critical vehicle for the socialization of children and youth (Berndt and Ladd, 1989; Johnson and Johnson, 1983; Damon and Phelps, 1989; Rubin,1990).

The following are a number of the ways in which, according to research, peer relationships contribute to a child's social and cognitive development and socialization:

1) Peer interactions are another *arena*-besides family, school, and community-

which provides support, opportunities and models for prosocial development.

2) Peer interactions, compared to interactions with adults, tend to be more frequent, intense, and diverse.

3) According to the Segals-and a Piagetian position as well-peers are especially critical in the development of internalized *moral standards*.

4) Through reciprocal peer interactions children learn to share, to help, to comfort, and emphasize with others. According to Piaget and other developmental psychologist, empathy (or perspective-taking) is one of the most critical competencies for cognitive and social development (Attili, 1990).

5) Through peer interaction children learn critical *social skills* such as impulse control, communication, creative and critical thinking, and relationship or friendship skills. In fact, the failure to develop social and relationship skills is a powerful, well-proven early predictor of later substance abuse, deliquency, and mental health problems (Kellam et al, 1982). Conversely, a huge body of research supports social competence as a predictor of life success (Attili, 1990).

6) Peer relationships have a strong influence on achievement (Ladd, 1990;Taylor, 1989; Dishion, 1990).

7) Lastly, peer interactions are powerful influences on a child's development of identity and autonomy (Bukowski and Hoza, 1989).

II. Importance of social support to positive outcomes

Besides the critical importance that child development research has identified that peer interactions play in social and cognitive development, in the fields of community psychology, social anthropology, and sociology we have a huge body of reasearch documenting the powerful effect social support has on physical, cognitive, and social outcomes. Beginning with Cassel's work in 1974 claiming that, "People can become physically, mentally, or socially debilitated if they do not receive or perceive signs from significant others that make them feel safe and valued, "hundreds of studies have examined the nature of this concept(Wasserman, 1988,p.7). Futhermore, Cassel and others since contend that the nature and strengths of available group supports-especially the mutuality and reciprocity involved-can be protective of health and mental health as well as serving as a "buffer" for those experiencing stressful life events or situations--low birth weight, death, divorce, illness, unemployment, family alcoholism, depression, school transition, etc. (Dubow and Tisak, 1989; Felner et al, 1982; Fenzel and Blyth, 1986; Sandler, 1980; Sandler et al, 1985) Certainly the protective factor research of Emmy Werner and others has clearly identified social support as critical in positive outcomes for youth (1982).

III. The failure of adult society to provide social capital for youth

A rationale emanating from the importance of peer social support in development is that for a growing number of youth in our society, support from peers may be the only social support they get! Increasingly, as James Colemen and others have documented, changes in family and community life since World War II have resulted in a loss of "social capital" for children--"the norms, the social networks and the relationships between adults and children that are of value for the child's growing up" (1987,p. 36). While it's vitally important that we work on social policy changes to help build linkages between children and youth and adults (child care, family leave, family support, health care, etc.), it's also increasingly clear federal and state policy changes ensuring that families and children have access to housing, education, employment,

health care, and child care opportunities will not be soon in coming.

IV. Gives every youth the opportunity to help

Peer resource programs, whether they be cooperative learning groups or one-on-one peer tutoring, are most effective when each person involved experiences both the helper andhelpee role (Riessman, 1990). In fact, most studies find the *tutor* receives the most gains! Diane Hedin's review of students as teachers summarized the literature as "replete with anecdotes of alienated, troublesome youth conducting themselves in a serious and dignified manner while teaching younger students." She describes this phenomenon as follows: " The experience of being needed, valued and respected by another person produced a new view of self as a worthwhile human being"(1987,p.43). Moreover, the research of Roger Mills and his colleagues lends support to the hypothesis that the key to positive change for "at-risk" youth is changing how they perceive themselves (1988). Programs that label youth "at-risk," etc. only futher stigmatize and discourage positive outcomes.

The critical importance of all youth (and all people!) having the *opportunity to participate in meaningful roles* has been documented again and again in research (see Benard, January 1990 for a discussion of this point) and is considered by some researchers as perhaps the most important protective factor in preventing social problems like substance abuse, teen pregnancy, and deliquency (Rutter, 1979).

V. Satisfies basic human psychological needs

According to William Glasser, peer resource programs work because they satisfy our four basic human psychological needs to belong and love, to gain power, to be free, and to have fun (1986). Our discussion of social support and of participation really addresses the needs of belonging and having power. The need to be free, that is to be allowed and encouraged to make decisions and solve problems and to have some control over one's life, is essential to the development of identity and autonomy. Not only do peer programs meet these first three needs, process evaluations consistently find that youth enjoy their involvement in peer programs and find they are fun! (Kohler and Strain, 1990; Greenwood, 1989).

VI. Opportunity to develop collaboration/conflict resolution skills

I've written extensively about the necessity for collaborative communitywide prevention efforts if we are to create supportive, nurturing environments that will, in turn, discourage alcohol and drug abuse and other interrelated social problems (see Bernard, October 1989). No better preventionist training exists than peer collaboration and cooperative learning programs that engage youth in mutual problem solving, decisionmaking, and conflict resolution in a climate of mutual helping and respect. According to Morton Deutsch, the seminal researcher into conflict resolution and the mentor of David Johnson, "In recent years, it has been increasingly recognized that our schools have to change in basic ways if we are to educate children [beyond hate] so that they are *for* rather than *against* one another, so that they develop the ability to resolve their conflicts constructively rather than destructively, so that they are prepared to live in a peaceful world" (1989, p. 1).

VII. Promotes acceptance and respect for diversity

Evaluations of peer-tutoring, cooperative-learning, and peer-initiation (peers initiate social interaction with a withdrawn child) programs consistently identify significant increases in social interaction, acceptance, and liking between heterogeneous peers, especially between

physically and/or mentally handicapped or socially withdrawn and non-handicapped peers (Johnson and Johnson, 1986; Strain, 1985; Mesch et al 1986; Sainato et al, 1986; Maheady et al, 1988) and between white and non-white peers (Rooney-Rebeck and Jason, 1986; Slavin and Oickle, 1981). According to Oakes and Goodlad, "Perhaps nowhere else in schooling are the negative, prejudicial consequences for access to knowledge so clear and so severe" as in the practice of tracking (1988, p. 18).

VIII. Promotes academic achievement

From an educational reform perspective, perhaps the most compelling reason for peer programs can be based on the *hundreds* of evaluations of cooperative learning programs as well as on the peer tutoring and cross-age peer tutoring approaches that have found both positive academic and social development gains in youth (Johnson and Johnson, 1983; Johnson et al 1981; Glasser, 1986; Slavin, 1986; Graves, 1990; Fantuzzo et al, 1989; Greenwood et al 1989). Futhermore, according to a Stanford University study, peer tutoring is consistently more cost-*effective* than computer-assisted instruction, reduction of class size, or increased instructional time for raising both reading and mathematics achievement of both tutors and tutees (Levin, 1984). According to Damon and Phelps' review, in cooperative learning groups academic gains have been especially significant in the areas of math, reading, and science--the three crucial areas of learning that have failed to engage an increasingly large number of youth (1988, p. 152).

Although the academic gains made by students in cooperative classrooms certainly provide rationale enough for adopting this approach, for preventionists and others concerned with the overall health and well-being of children and youth and the prevention of the interrelated social problems like alcohol and drug abuse, teen pregnancy, and delinquency, as well as school failure, the nonacademic benefits found in evaluations of cooperative learning approaches are even more significant--more positive student attitudes towards school, towards their classmates, and toward themselves (Graves, March 1990; Wright and Cowen, 1985; Johnson and Johnson, 1983).

IX. Reduces alcohol and drug use among youth

Saving the most obvious rationale for last, two recent independent meta-analyses (Tobler, 1986; Bangert-Drowns, 1988), evaluating hundreds of prevention programs and strategies each, found that "peer programs are dramatically more effective than all the other programs," even at the lowest levels of intensity (hours spent in prevention programming) (Tobler, 1986, p.555). According to Bangert-Drowns, when intensity was higher, the peer program effects were even more pronounced (1988).

NOTE: Permission to reproduce in whole or part is granted with the stipulation that the Western Regional Center for Drug-Free Schools and Communities, Northwest Regional Educational Laboratory be acknowledged as the source on all copies.

PROGRAM OBJECTIVES

PURPOSE:

The purpose of CHAMPS Middle School Peer Leadership Training is to train middle school staff to better prevent drug and alcohol abuse, dropping out of school, and other destructive behaviors in youth as indicated by:

1. Reductions in usage of drugs.
2. Reductions in favorable attitudes toward drugs and alcohol.
3. Reductions in drop-out rates.
4. Improvements in attendance records.
5. Decreases in discipline referrals.
6. Decreases in classroom disruptions.
7. Decreases in vandalism.

GOAL ONE:

To train school personnel to successfully conduct CHAMPS Peer Leadership Training.

Objectives:

Participants will be able to:

1. Cite all the component parts of CHAMPS Peer Leadership Training design.
2. Conduct a Spirit Meeting and a Victory Celebration.
3. Conduct workshops on Decision Making, Communications and Healthy Alternatives.
4. Apply the steps of the Goal-Setting Process.

GOAL TWO:

To train school personnel to successfully follow up training with on-going classroom activities, school and community projects and CHAMPS student trainers.

Objectives:

Participants will be able to:

1. State three major methods of CHAMPS follow-up.
2. Conduct a minimum of six CHAMPS follow-up lessons.
3. Cite at least ten CHAMPS school or community projects for follow-up.

4. Select CHAMPS Student Trainers (CST's) and supervise the conducting of cross-age prevention lessons for grades K-8.

GOAL THREE:
To sustain the program over a period of five years.

Objectives:

1. Work with other trained team members to conduct a CHAMPS Peer Leadership Retreat once per school year for five years.
2. Train additional school members to assist them in the CHAMPS Peer Leadership Retreat.
3. Conduct an orientation session for all school staff to promote understanding and gain support for CHAMPS training.
4. Answer parents' questions on concerns regarding CHAMPS Peer Leadership Training.
5. Apply the two major methods of follow-up:
   - CHAMPS Team Projects
   - CHAMPS R.A.P. - Raising Academic Potential, an At-Risk Student Support Program

SECTION II

THE PLANNING:

Setting Up For A Successful Program

PLANNING YOUR CHAMPS PROGRAM

The following section will prepare staff to get ready for CHAMPS Day. Here you will find guidelines for staff , student and site selection, outlines for a teacher orientation and a parent orientation meeting, as well as sample letters to go home to parents.

Perhaps most helpful, are the forms on the next three pages to be filled out by the CHAMPS Training Team.

All the information necessary to complete Worksheet I is found in Section II of this manual.

All the information necessary to complete Worksheet II is found in Section III of this manual.

Team Planning Worksheet I

(Use **Section II** of CHAMPS Training Manual To Complete This Worksheet)

Possible Date For Student Training: _____

Grade Level Of Training: _____

Number of Students: _____

Site: _____

Transportation: _____

Meals: (Lunch and Snacks)

_____

_____

_____

Other Staff Members Who Could Assist In The Training:

_____

_____

_____

_____

_____

Questions To Be Answered:

_____

_____

_____

_____

Team Planning Worksheet II

(Use **Section III** of CHAMPS Training Manual To Complete This Worksheet)

CHAMPS Game Plan

Name of Person(s) Responsible

Spirit Meeting

- Welcome _____
- First Challenge _____
- Introductions _____
- CHAMPS Name & Significance _____
- CHAMPS Expectations / Norms _____
- CHAMPS Non-Negotiables _____
- CHAMPS Schedule Overview _____
- CHAMPS Name Challenge _____

CHAMPS Meet CHAMPS

- CHAMPS Bingo _____
- CHAMPS in the Ring _____

Break - Snacks, drinks, etc. _____

CHAMPION SKILLS

- CHAMPS Make Wise Decisions
- CHAMPS Control Their Anger
- CHAMPS Choose Healthy Alternatives

CHAMPION TEAMS

Lead person or persons for CHAMPlanning Introduction _____

Lead person or persons for CHAMProductions _____

List of adults who can meet with CHAMPS teams _____

1. 6.

2. 7.

3. 8.

4. 9.

5. 10.

VICTORY CELEBRATION

Review of Skills

_____

I Learned... Statements

_____

Sharing of CHAMPlans

_____

Presentations (Tee-Shirts/Certificates)

_____

Evaluation

_____

Staff Selection for the CHAMPS Training Team

First priority for inclusion on the CHAMPS Training Team is the school principal. An interested principal can be very effective as a CHAMPS trainer and can gain great benefits as students have a wonderful opportunity to see the principal in a very positive light.

Since the CHAMPS Middle School Peer Leadership Training program is geared for sixth, seventh and eighth grade students, it would be advisable to involve the teachers as part of the team. As for the other team participants, they would come from any other staff position or volunteer who has an interest in the training component and follow-up.

Since this training prepares a team to continue year after year, it is important to look at the commitment of the members to ensure the longevity of the CHAMPS Peer Leadership Program.

In summary it is suggested that you consider the make-up of your Training Team in the following priority order:

1. School principal
2. Interested teacher(s)
3. Staff position not requiring a substitute (i.e. nurse, media specialist, psychologist)
4. Support staff
5. Parent(s)
6. Business/community representative(s)

An identified CHAMPS Coordinator will help the team to be successful on CHAMPS Day and throughout the year.

Student Selection

MIDDLE SCHOOL

Student selection for a CHAMPS Day at a middle school is an important factor to the success of the program. Many middle schools have large student populations, therefore, training an entire grade level, as is recommended at the elementary grades, is not always feasible.

Another method that has met with much success is the "E.F. Hutton Approach". This is particularly helpful if the chosen grade level is too large to include everyone in one day or if several grade levels are selected. Simply identify 65-150 students who personify the slogan, "when they talk, everybody listens." The key is to assure representation of all peer groups through careful selection of influential individuals.

Some of the "cliques" or "groups" that appear on middle school campuses are often referred to as the "jocks", "stoners", "skaters", "mods", etc. It is important that leadership from each influential group be represented in the student selection process. After careful identification of these peer groups is complete, the CHAMPS Team will identify the strongest and most influential members of each group to attend the CHAMPS retreat.

The CHAMPS Team may want to send a Parent Letter, samples of which are found in this section.

Youth Service Organizations

Staff Selection:
The program director, if available, and other appropriate staff volunteers should be selected for the training team. Sometimes youth service organization staff members will serve as part of a school team from their community.

Student Selection:
Student selection will vary according to the size and age of the young people in the organization. As a rule, older students are trained to be peer leaders for the younger students.

Site:
Frequently, organizations have access to outstanding community facilities. These make excellent training sites. Sometimes organizations hold a "CHAMPS Camp" at a campground. The "CHAMPS Day" activities are done in the mornings and their normal camp activities are done in the afternoons. In one of our states, five different youth service organizations held a five day overnight camp, with each organization taking responsibility for one day.

Note:
For further information about CHAMPS youth service organizations ask about our CHAMPS Camp supplement.

Site Selection

Several settings will work well for your one day CHAMPS Peer Leadership Training. If you have a multi-purpose type room at your school that will comfortably accommodate approximately 80-150 students, the training can take place on your own school campus.

Feeder high schools often have a large room where the training could be conducted. Students enjoy the opportunity of spending time on another campus.

Communities usually have facilities where school groups can meet. This arrangement also affords community involvement in the training program. Consider local campgrounds, retreat centers, community colleges, boys and girls clubs and churches. It often adds excitement to the training to go "off campus."

However, your own school campus is a very acceptable site for your CHAMPS Training. Pick a large room at your facility that will meet your needs and not be interrupted by other grade level movements.

The option to consider an overnight retreat is explored on the following pages. This has the distinct advantage of increasing student buy-in. At the same time, it requires additional planning and funding considerations, and is often utilized in the programs second or third year.

Student Orientation

It is important to meet with all students to be trained prior to the CHAMPS Day to give them an idea of what they can expect from the day.

Brainstorm with the students about the strengths of their school and post the list in the room. Brainstorm with students regarding the concerns they have about their school and post it. These lists of school concerns are then compiled and revised and used for students to select their 1st, 2nd, and 3rd choices for projects. They are then grouped according to their selected interest prior to CHAMPS Day for the CHAMPlanning time. Tell the students they will be attending leadership training and will be given the responsibility of helping to improve their school and be problem solvers.

Much pre-planning can be done with the students prior to the training, such as: grouping students for different components of the training, pre-selecting teams to work on school improvement projects, etc. Consider ways to mix your students as much as possible. The added effort to group students with different classmates frequently is well worth it.

Parent Orientation

Following the T.O.T. and Staff Retreat, but prior to the Student CHAMPS Retreat, you should to conduct a meeting with the parents of the students who will be participating. This is a chance to give an overview of the CHAMPS II Peer Leadership Program, explain the research and rationale and answer questions.

Key Points to Cover are that CHAMPS will:

- Train Students in Leadership.
- Provide Decision Making
- Provide Techniques for Handling Anger
- Help Students Learn Healthy Alternatives
- Involve Students in School and Community Projects.
- Prepare them to Deal Positively with Peer Pressure.

To make the Parent Meeting interesting, begin with an Energizer or Activity:

- Parent Bingo (with prizes)
- Parents in the Ring
- Get Acquainted (meet three new people and share something positive about your son or daughter.)

End with a question and answer time.

Parent Meeting

Prior to the student CHAMPS training we recommend you conduct a mandatory meeting with the parents of the students that have been selected.

A suggested schedule for the meeting is as follows:

2 minute	Welcome
5 minute	Introductions
10 minute	Get Acquainted

Suggested Activity

1. Find three people you don't know.
2. Introduce yourself.
3. Share **one positive** thing about your child.
4. Regroup and do some pop-up responses.

20 minute	Orientation to CHAMPS

1. Positive peer pressure/rationale/history
2. Topics covered on the retreat
3. CHAMPlanning - sample action forms
4. Nuts and bolts information - logistics, times, money due, etc.

15 minute	CHAMPS Bingo (game prizes)
15 minute	Closing comments from parents. Questions and answers

Parent Letter

(Sample)

Dear Mr. / Mrs. _____,

We are proud to tell you that your son / daughter _____ has been identified as a leader at _____ Middle School. We would like him / her to participate in a leadership development program this year called CHAMPS Peer Leadership, in which students build on their leadership skills and develop solutions to school and community problems. We will be holding an all-day training session on _____ at _____. We would also like to invite you, as the parents(s) of a school leader to attend a parent orientation meeting at _____ on _____ held at _____.

Congratulations on your child's selection.

• CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS •

Sample Forms and Letters (cont.)

Date

Dear Parents:

We will be holding a one-day Peer Leadership Workshop at _____ on _____. In this one-day CHAMPS Training event we will be teaching students about positive self-image, personal responsibility and stress, how to deal with peer pressure, and action planning skills.

Our training day will begin at _____a.m. and end at _____p.m.

You are invited to observe the training and we ask that you pick up your son/daughter by _____p.m.

Please complete the parent permission form attached.

- - - -

Staff Orientation Meeting

To generate enthusiasm after the CHAMPS Training Team preparation, the following is an outline to inform your school staff about CHAMPS and enlist their support.

WHAT IS CHAMPS?
- •Drug Prevention Program
- •Developing "positive peer pressure"
- •Promotes students taking responsibility

HOW DOES IT WORK?
- •Staff Preparation
- •CHAMPS Day Retreat
- •CHAMPS Program Implementation

WHAT KIND OF RESULTS?
- •CHAMPS is currently in operation throughout 16 states
- •Peer Programs-research packet
- •Midwest Schools-in research packet
- •Arizona Schools-in research packet
  - -Most highly requested on CAPPE (Chemical Abuse Prevention Program Education) Survey
- •450 Arizona Schools as of 1993

  Sponsors:
  - -Arizona Department of Education
  - -Governor's Office of Drug Policy
  - -Department of Economic Security
  - -American Express Company

  Statistics:
  - -Reduced discipline referrals by 82.9%
  - -Reduced vandalism costs by 70%
  - -Unexcused absences reduced 20%

  Cost effectiveness per year:
  - -Vandalism $190.00 saved per school
  - -Teacher time saved from discipline referrals = $1125 per school
  - -Administrator time saved from discipline referrals = $1500 per school
  - -Attendance $30,000 per school

WHAT HAPPENS ON A RETREAT?
- •Buy-in for prevention concepts
- •Change norms of "what is cool"
- •Break boundaries
- •Build skills
- •Make plans to instigate positive change

WHAT SKILLS ARE TAUGHT?

- •Communication
- •Listening/Self-expression
- •Acceptance of others
- •Self-control/Responsibility
- •Positive self-esteem
- •Refusal Skills
- •Dealing with stress
- •Goal setting
- •Planning

WHAT TYPE OF PLANNING?

- •Action Plans - Kids taking responsibility for positive changes on campus and in the community

WHAT CHANGES?

- •Campus clean-up program
- •Needy families program
- •Feed the teachers breakfast
- •Buddy system for new students
- •Teach skills to younger children
- •Peer Mediation on playground
- •Any problem

The Finishing Touches

Logistics

Set up school buses to take students to chosen site (if not being held at school).

Arrange chairs in semi-circular rows with an aisle in the center, or simply seat the children on the floor in semi-circular rows.

Set up easel.

- Large pad of paper
- Felt pens
- Masking tape

Have three places where the rotating workshops can be held during the training with approximately 1/3 of the students attending each workshop.

Materials to be used by students will be on their chairs when training begins. Copies for activities can be made from the reproducible section in the back of the manual.)

Students will bring sack lunches and drinks to the training.

Provide snacks for students during afternoon break.

You may wish to video tape the event or take slides and pictures.

T-shirts and certificates can be handed out at the end of the training. (optional)

SECTION III:

THE TRAINING:

Launching Your Program With CHAMPS Day

CHAMPS Game Plan Overview

The training design for CHAMPS training serves as our game plan. All the activities for a successful CHAMPS training are included with the order in which they are most effectively executed. Every training will take on some of the personality of the group of students involved, as well as that of those conducting the training. Nonetheless, the activities in the CHAMPS training design will work for you and your group because they are fun to do and have been successfully used with youth across the United States.

Everything you need to know to conduct an effective CHAMPS training event is included in this manual. Feel free to make changes as you see fit. Get as creative as you like, or stick strictly to the plan as it is set. We know you'll be as successful as hundreds of other CHAMPS teams have been already.

CHAMPS Game Plan Design

Spirit Meeting
8:30 - 9:00

Welcome
Introductions
CHAMPS - Name and Significance
CHAMPS Expectations/Norms & Non-Negotiables
CHAMPS Schedule Overview
CHAMPS Name Challenge

CHAMPS Meet CHAMPS
9:00 - 10:00

CHAMPS Bingo
CHAMPS in the Ring

Break
10:00 - 10:10

CHAMPSkills
10:15 - 11:00 - Session I
11:05 - 11:50 - Session II

Introduction to Champion Skills
Rotating groups (3) - approximately 45 minutes each

Lunch
11:50 - 12:30

CHAMPSkills
12:30 - 1:00 - Session III

CHAMPS Make Wise Decisions
CHAMPS Control Their Anger
CHAMPS Choose Healthy Alternatives

CHAMPS Teams
1:15 - 2:30

CHAMPS CHEERS
CHAMPlanning

Victory Celebration
2:30 - 3:00

Review of Skills
"I Learned... Statements
CHAMPS Make Commitments
Presentation of T-Shirts and /or Certificates
Evaluation of the Day

Note: Adjust times as necessary to meet your school day time frame.

Overnight Retreat Setting

Consider the advantages of an overnight retreat.

The overnight retreat setting is an excellent opportunity to take the CHAMPS training to a more advanced level than usually done with elementary school students. Since this program has been specifically designed for Middle Schools with feeder schools who have experienced CHAMPS Days, this advanced design will be of great appeal to your students.

Following is a suggested CHAMPS game plan for such a retreat, as well as what students would need to bring to the retreat. Obviously this type of training is more costly than a one day event. You may want to charge students a fee of approximately $30.00 to cover the overnight costs, meals, transportation, t-shirts, or other expenses.

Ask for parent/adult volunteers to attend and help with supervision and activities. A suggested ratio of one adult for each ten students has been found to provide adequate support.

CHAMPS GAME PLAN DESIGN

MIDDLE SCHOOL

Friday, (Date) _____

Departure after school with sack lunch and snacks to eat on buses

Arrival

6:30 p.m. Participants Arrive - Organize belongings into cabins/rooms

7:00-8:00 p.m. Spirit Meeting

8:00-9:00 p.m. CHAMPS Meet CHAMPS

9:00-9:30 p.m. Social Time /Snacks

Saturday, (Date) _____

7:00-7:45 a.m. Breakfast

8:00 a.m. Energizer

8:15 a.m. Champion Skills

8:30-9:30 a.m. Workshop I-CHAMPS Make Wise Decisions

9:45-10:45 a.m. Workshop II-CHAMPS Control Their Anger

10:45-11:00 a.m Break

11:00-12:00 p.m. Workshop III-CHAMPS Choose Healthy Alternatives

12:00-12:45 p.m. Lunch

1:00-2:30 p.m. CHAMPlanning

2:30-2:45 p.m. Break

2:45-3:15 p.m. Victory Celebration

3:30 p.m. Final Cleanup

4:00 p.m. Departure

CHAMPS Spirit Meeting

Spirit Meeting

Spirit Meeting Opening Activities

The initial "Spirit Meeting" sets the tone for the rest of the "CHAMPS" training. It is important that a balanced atmosphere of high behavioral expectations and fun be achieved through the following seven activities. Time estimates may vary slightly, but 30 minutes is the framework within which to complete the spirit meeting. Staff are invited to experience the same training format which the students will attend. The following activities are done with that in mind.

Welcome (time estimate: three minutes)

- Often done by school principal, superintendent, or school board member.

Points to include:

- Everyone is a leader, a Champion.
- Must begin by becoming a Champion of myself.
- School is pleased to offer this opportunity to the "Leaders of the School", those students to whom other students look up.
- Today will be both fun and challenging.

Introductions: (time estimate: three minutes)

- Each member of the CHAMPS presentation team and any selected invited guest briefly introduce themselves with their name and one reason they are excited about the students, the day, or the overall CHAMPS philosophy.
- Mini-testimonials - selected peer leaders who speak at the importance of this retreat and leadership to them.

CHAMPS Name and Significance

Write on a newsprint pad and post it in front of the room:

CHAMPS
Have
And
Model
Positive Peer
Skills

Expectations

Ask students to take out paper and pencil. Ask them to list 2-3 things they expect or hope to gain from this retreat. Give several examples such as,new friends, increased self-knowledge, increased understanding of others, new skills, etc. Allow a minute or two of silence before asking students to turn to someone nearby and discuss their expectations. Finally, ask for a report out from students and record all responses on newsprint. Ask each student to stand and introduce self before speaking. Applaud answers and encourage responses.

Norms
Following the expectations list, ask students how they would like to treat each other and be treated by others during the retreat. Inform them that this list is called norms. If other words, ask students to report out norms of behavior they believe will make the retreat meet their expectations, i.e., listen to each other, participation of all, respect of ideas, no put downs.

Record all ideas on newsprint, commenting positively on each contribution.

Non-negotiables
Design the rules that will apply during the two-day leadership training. The use of drugs and alcohol are not to be permitted. Students should be clear on what is expected from them in terms of behavior and attitude. After delivering the non-negotiables with them get a group response to their willingness to meet your expectations: show of hands, nods, saying yes out loud, etc.

Schedule Overview
Review the training schedule with students. It helps to have the schedule printed on a large paper banner in the front of the main training room. Go over the different sections and explain logistics.

CHAMPS Name Challenge

One of the goals of the CHAMPS Peer Leadership Program is teamwork. That is, taking a group of separate individuals, and helping them to appreciate their similarities and respect their differences. People often exaggerate their differences and show little respect when they break into cliques and engage in "put-downs." One way to begin putting all people on a more equal and accepting basis is through a CHAMPS activity known as the "Name Challenge." Ask participants "Is there anyone in the group who believes they could name everyone in the CHAMPS training including all students and adults?" Ask "Is there anyone who thinks they could name almost everyone?"

Select one person to set the benchmark for the Name Challenge by standing in front of the group and naming as many people correctly by first name as possible. Post the number prominently and challenge the group to break the record by meeting others, asking their names and introducing themselves to other students. Encourage them to meet as many new people as possible during the days activities, to ask each other their names during breaks, and to get to know people beyond the friends they already know. Give others an opportunity during the day to break the record and name every CHAMPS student or staff member. Time constraints will allow a probable total of no more than three or four name challengers, so select people who seem to be making a sincere and concerted effort to learn the names of everyone at the training.

CHAMPS Meet CHAMPS

CHAMPS Bingo

Reproduce enough copies of CHAMPS Bingo for each CHAMP to have one. Consider changing some of the categories to fit your particular group of students. Tell them: You will have about five minutes to get as many different signatures as possible of CHAMPS who fit each of the categories in CHAMPS Bingo. You may only have each person sign one category and you must ask each CHAMP you approach if they fit that particular category. For example, "Do you have five or more pets?" (They may not hand their Bingo sheet to a friend to sign wherever they fit.) They must ask the questions.

Ask that: The first three CHAMPS who have a signature in **all** the boxes must come to me and show me their completed Bingo sheet.

Have prizes ready and present them with fanfare and applause. (Candy bars, T-shirts, funny buttons, etc.)

If time permits, go through the CHAMPS Bingo sheet asking those who fit in each category to stand or raise their hand. Consider having several CHAMPS tell about their accomplishment or descriptive quality (i.e., "I played on a championship volleyball team.")

Find someone who:

Has been to a summer camp	Has done a community service project (What was it?)	Has baby blue eyes	Has accomplished one major goal in their life. What was it?
Can name seven state capitals	Has traveled outside of the country	Has had more than three girlfriends (or boyfriends)	Wants to be an astronaut
Has run a 10K	Knows the square root of 81	Can tell what DNA stands for	Has hit a home run
Can do a 360 on a skateboard	Has performed a solo in concert	Has a water bed	Can name all nine planets

CHAMPS BINGO
MIDDLE SCHOOL

Developing Your Own Unique CHAMPS Bingo

This sample was done by Sandy Archer, School Nurse at Mission Manor Elementary School in Tucson, Arizona. Sandy was interested in seeing that some of the unique qualities of other sixth graders, who would be trained as CHAMPS, were included in the Bingo activity. This is also an opportunity to include something that is special about a student who perhaps is seldom recognized by their peers.

Dear Student,

I'm working on a project and I need your help.

Please write something on the bottom of this page that most people don't know about you. Keep your statement a secret from your classmates.

Example: Most people don't know that when I was nine years old I won a TV for my parents.

Thank you,

Mrs. Archer

CHAMPS In The Ring

Time Estimate: 40 minutes

Tell the group that you would like them to take a risk and get to know some people they don't already know well.

Ask them to form into groups of eight, bringing their chairs together into tight circles.

Have one adult join each group, having already been given a copy of *CHAMPS In The Ring*.

Adults are to read the instructions to the group and ask each question being sure to model good answers by including their own response.

(Go to *CHAMPS In The Ring* instructions.)

After *CHAMPS Thoughts About Me*, direct group to go on to *Champs Thoughts About Others*.

Time estimate breakdown:

Activity introduction	3 minutes
Break into groups	3 minutes
Detailed directions	3 minutes
CHAMPS Thoughts About Me	12-15 minutes
CHAMPS Thoughts About Others	8 minutes
CHAMPS Pop-Ups	8 minutes

CHAMPS In The Ring

Instructions to the Group:

1. We are going to engage in an activity that will help us to learn more about each other.

2. Sit as closely to the people on either side of you as is comfortably possible. Make a tight circle.

3. I will ask the questions. Each person is encouraged to answer all questions. Short answers are fine.

4. If you are not ready to answer, say "pass", and I will come back to you.

5. You may answer the same way that someone else answered, so long as that was your first, honest answer.

6. While each person is answering, watch that person closely; you can learn a great deal by the look on the face, the movement of the hands, the turn of the head, and by what they do NOT say.

7. We are concerned with learning more about each other. We are here to listen. We are not here to judge. This is important. Do not question any answer. We are not even here to discuss.

8. We are here to look for the person in each of us. Too often in life we have been so busy with **things** that we care about that we have never listened to all the **hearts** that are beating around us.

9. As each person responds, collect those answers in your head - develop an image of each person.

10. Once more the key word is **listen . . . listen . . .listen**.

11. If we do this maybe a few of the boundaries will come down. We will learn from each other, things that we have never known before.

CHAMPS In The Ring

1. Favorite kind of pizza.
2. Favorite song or group.
3. Favorite professional sports team.
4. What I look for in a friend.
5. What someone can do for me or with me to make me happy is . . .
6. The best gift I've ever received.
7. The best gift I've ever given.
8. The person who has influenced me most and how.
9. The one thing I would change about my life.
10. One contribution I would like to make to society.
11. If I could change one person's life, the change I would make is . . .
12. One thing I wish people would understand about me is . . .
13. My dream for the world, my family or my school is . . .

CHAMPS Thoughts About Others

1. A person or persons in this group whom I learned a lot about was . . .

2. A person or persons in this group who I'd like to get to know better was . . .

3. A person or persons in this group who really seemed to listen well was . . .

4. A person in this group who really seems to enjoy life was . . .

5. A person in the group who seemed a lot like me was . . .

CHAMPS Pop-Ups

Conclude the activity with *CHAMPS Pop-Ups*. These are random statements from students finishing the sentences "I learned . . ., I noticed . . ., or I felt . . ." Encourage statements about people in general rather than information about individuals, (i.e., "I learned that I have a lot in common with people I didn't know," rather than, "I learned that Sam likes bananas."

CHAMPS Skills

Purpose of Workshops

The purpose of the three rotating workshops is to break into smaller groups and encourage more interaction amongst peers while developing:

- CHAMPS Make Wise Decisions
- CHAMPS Control Their Anger
- CHAMPS Choose Healthy Alternatives

Further, the purpose of the workshops is to convey a clear message that alcohol and other drugs are dangerous and are not to be used by minor children.

STUDENT GROUPINGS

One idea for structuring the make-up of student groupings for the rotating workshops came from Karen Rykhus at Lapeer Elementary School in Lapeer, Michigan.

Students can be grouped into sections A, B, C, D, E, and F.

	1st session	2nd session	3rd session
• CHAMPS Make Wise Decisions	AB	CE	DF
• CHAMPS Control Their Anger	CD	AF	EB
• CHAMPS Choose Healthy Alternatives	EF	DB	AC

In this way the student groups mix for each workshop.

Workshop I
CHAMPS Make Wise Decisions

CHAMPS Make Wise Decisions Introduction

Approximate Time: 5 Minutes

Theme:

There's always a choice . . . and it's mine!

Purpose:

To get the Students to understand, give examples, and develop awareness of this theme in their lives.

1. List three good choices that you have made in your life: (that is, choices that had results that you liked) i.e., to get good grades, to help your parents around the house, to stay away from certain places or people.

   A. _____

   B. _____

   C. _____

2. Discuss with the group the concept that you have **control** over your life. You choose:
   - Your **behaviors**
   - Your **attitudes**
   - Your **feelings**

   Point out the importance and difficulty of taking responsibility for behaviors, attitudes, and feelings.

3. Conclude activity with statement:
   "There's always a choice . . . and it's mine!"

SNAP Decisions - Left Side / Right Side

Approximate Time: 10 Minutes

WHAT IT IS: This activity asks students to make quick decisions.

WHAT IT DOES: Students experience the pressure of being forced to make quick decisions, when they don't have time to carefully consider consequence.

HOW TO DO IT: Ask students to stand in a line. Tell them that you will be giving them a series of choices. After each set of choices is given, they must quickly choose one. Students who choose the first alternative will go to the left side of the room. Students who choose the second alternative will go to the right side. After each set of choices, students return to the center, ready for the next set. Choose several sets of alternatives from the following list.

	LEFT SIDE	RIGHT SIDE
1.	saver	spender
2.	city person	country person
3.	likes to go places	stay home
4.	bicycle rider	automobile rider
5.	usually on time	usually late
6.	rock music	country music
7.	with people	be alone
8.	dressy clothes	casual clothes
9.	swim	hike
10.	math	reading
11.	soccer	basketball
12.	hamburger	pizza
13.	school bus	walk
14.	milkshake	Pepsi

Ask students to remake decision about pizza and hamburger, describing pizza in negative terms, i.e., week-old, dried out, anchovy pizza, and hamburger in positive terms. Ask how many would change their decision. Do the same with one or two others to point out the need to take time and get information before making decisions.

DISCUSSION QUESTIONS:

1. How did you feel about making these decisions so quickly?
2. How did you feel if you were the only one left on your side/
3. How did you feel if you best friend made a different choice?

4. Ask what made their decisions difficult. Too little time? Too little information?

5. Discuss what is needed to make a good decision. Be sure that the elements of TIME and INFORMATION are discussed. Good decisions are made by gathering good information and by taking enough time to consider the information.

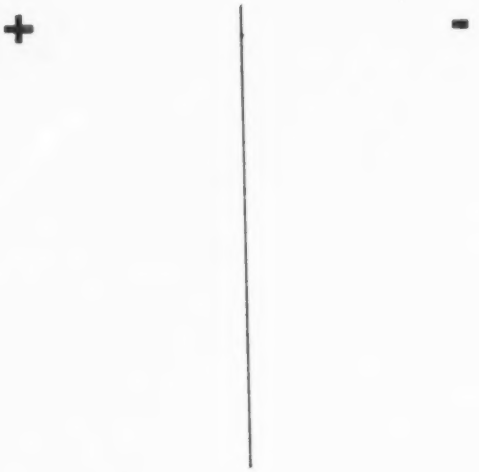
Decision-Making Model

Approximate Time: 5 Minutes

1. Teach all students a simple Decision-Making Model called "Pro's and Con's".

2. Ask them to draw a vertical line down a blank sheet of paper, marking a plus sign (+) on the left and a minus sign (-) on the right.

   Example:



3. Ask students to write down all the positives that will come from a decision on the left side of the paper and all the negatives that will come from the decision on the right side.

4. After counting the number of items on each side of the paper the student should have a clearer idea of the best decision to make.

5. Alert all good decision-makers to consider more than simply the number of pro's or con's, but also the importance of each. For example, if the only negative consequence of a decision is that you could die or hurt someone, that is important enough to offset a long list of positives.

6. Ask students to go back and circle the most important consequences, both positive and negative.

Brainstorming

Approximate Time: 5 Minutes

WHAT IT IS: Brainstorming is a process useful in generating alternatives to problem situations as well as a procedure to help individuals look past labels and perceive the potentials of individuals and objects in our environment.

WHAT IT DOES: After participating in this activity, students may look for a variety of alternatives when faced with problem situations.

HOW TO DO IT: Appoint a recorder for the group or use the blackboard to record suggestions. Brainstorm as many uses as possible for the object. List all suggestions.

Begin by stating BRAINSTORMING rules:

1. Every idea is a good one and will be accepted on the list.
2. Do not react, evaluate or prioritize any suggestion.
3. Be creative! The more far-out the idea, the better.

Hold up the object so that everyone can see it. Ask the students to think of as many uses for the object as possible. Suggest that they imagine themselves in different places. How would they use the object in the forest, on the moon, lost in the desert, as manager of a flea circus, in the garden, at school, in the kitchen, in the bathroom. Be creative!

Suggested objects - coffee can, bucket, plastic crate, egg carton, almost anything!

Friendly Persuasion
Or
Watch Out!

Approximate Time: 5 Minutes

WHAT IT IS: Students participate in a clever trick in which one student appears to use above average intelligence to discover a secret number.

WHAT IT DOES: This activity illustrates how friendly persuasion, or peer pressure can be used to lead someone where "The Persuader" wants them to go.

HOW TO DO IT: List the following:

A	B	C	D
1	5	9	13
2	6	9	13
3	7	11	15
4	8	12	16

Ask for a member of the class to volunteer who feels he/she is above average in intelligence. Then select a volunteer who feels he/she can really be trusted. Have your "trusted" participant hold a folded piece of paper on which is written any number you (the leader) have selected from the above four columns. It is to be kept a secret from the rest of the group, but "trusted" can see what number is on the paper.

The group leader, with the knowledge of what the number is (say it is 11), then asks "above average" to choose two columns. (The object is to keep the column containing the number 11 and eliminate the rest.) If "above average" chooses 'C' as one of his columns and 'B' as the other, then say, "Fine, that LEAVES Columns 'B' and 'C' -- and eliminates 'A' and 'D'." Then cross out columns 'A' and 'D'.

A	B	C	D
1	5	9	13
2	6	10	14
3	7	11	15
4	8	12	16

Then ask "above average" to choose another column, again making certain column 'C' with number '11' remains open. If he selects column 'C', say, "Fine, that leaves column 'C' and cross out 'B'. " The work LEAVES is the key inasmuch as it provides the leader the opportunity to LEAVE the chosen column open.

After all other columns have been eliminated, ask "above average" to choose two numbers within that column. Use the same tactic within the column, using the key work "leaves" until you have led "above average" to your chosen number, which in this case is '11'. First ask him to choose two numbers, then one number, etc.

After "above average" has "selected" the number, ask "trusted" to unfold the paper showing the pre-chosen number. Ask the group if they would like to see "above average" try again. Repeat with other volunteers.

Be sure to practice this strategy before you meet with your group. After using this technique a few times, "above average" will be completely amazed at the outcome.

Process the Activity by:

1. Discussing other times when friends may lead you astray.

2. Consider the idea that you may be lead astray without even knowing it.

3. List things you might be persuaded to do without realizing the effects until later.

4. Share ways to avoid being duped by other "Friendly Persuaders" in life.

Ring Around The Nosey
(Alternate to Friendly Persuasion)

Approximate Time: 8-10 Minutes

WHAT IT IS:

Students participate in an activity where the majority of the group tries to pressure individuals into an inappropriate decision.

WHAT IT DOES:

This activity demonstrates how powerful peer pressure can be.

HOW TO DO IT:

Ask for 3 volunteers to leave the room. After they are gone, put up two sheets of newsprint on either side of the front of the room. One sheet should have a large blue circle with a large blue dot in middle drawn on it. The second sheet should have a large red circle with a large red dot in the middle drawn on it.

Explain to the audience that you are going to ask each volunteer to go to the blue circle and put their nose on the blue dot. The audience, however, will do everything in their power to persuade the volunteer to go to the red circle and put their nose on the red dot. They may do this by booing or yelling NO as the volunteer goes toward the blue dot, and cheering, clapping and yelling YES, go to the red dot, as they near the red dot. Give a demonstration of how they might persuade the volunteer.

Ask the first volunteer only to enter the room. Give these directions, "Listen carefully and try to do what I tell you. Slowly walk to the paper

with the blue circle and put your nose on the blue dot". Say nothing else. The audience should now start their persuasive techniques. About 75% of the time the volunteer will end up going to the red dot. After the volunteer has gone to either dot, ask them to sit completely quiet in the front row while you conduct the same exercise with the remaining two volunteers, one at a time.

After all the volunteers are finished, discuss peer pressure using these guidelines.

Process the Activity by:

1. Ask each volunteer to describe how it felt to be "pressured" by the group.

2. Ask each volunteer who went to the "red dot" why they choose not to follow the leader's directions. Ask the "blue dotters" what helped them go to blue dot.

3. Ask the audience to describe the pressures peers can put on one another.

4. List things you have seen others persuaded to do that aren't healthy.

5. Share ways you can resist peer pressure.

North, South, East, or West?

Approximate Time: 10 Minutes

1. Place one sign, in each of the four corners of a room, saying North = Agree, South = Disagree, East = Strongly Agree, and West = Strongly Disagree.

2. Tell students they will be given some decisions to make. They will make them quickly, and without discussion. They will NOT have the option to avoid a decision, rather they must choose one side of the room to which to walk for each question raised.

3. After all students have made a choice on a question, and walked to the appropriate side of the room, ask them to interact with those who made the same choice. Allow about 2 minutes for this interaction.

4. Ask for members of each group to express some reasons for their choice.

   Sample Statements: (feel free to change, add to, or delete sample questions).

   a.) I think kids today have more freedom than their parents did.
   b.) I like spending time alone.
   c.) I think we get too much homework.
   d.) Parents and teachers should help kids make good decisions.
   e.) Most kids make good choices.
   f.) I worry about my future.
   g.) Drug use is declining.
   h.) Life is exciting and positive.

Process Discussion

1. Ask students to be seated and think about the decision making activity they just completed.

2. Ask how many students reconsidered their decision after hearing other's reasons.

3. Discuss the importance of staying open to new information in continuing to make good decisions.

4. Emphasize that a good decision is one which is held proudly, with a willingness to publicly affirm the decision.

"I Can't . . . Activity"

Approximate Time: 5 Minutes

1. Have students list orally (you write on newsprint) things they say or hear people say that are limiting or negative.

2. Ask which of the items on the list are **truly** "I can'ts." Encourage the

   "Understanding that almost nothing is a "can't".

   Usually statements are: "I won't", "I don't want to", or "I don't think I'll take the time to."

3. Mention that it is OK to choose not to do something, but it is important to realize that you can do almost anything if you are willing to put the effort.

4. Ask each student to pick one "I can't" that they are willing to change. In pairs, have them commit to making the change and how they will plan out such change.

5. Ask for Pop-ups - that is students who will stand and share aloud their "I will" which replaces the old "I can't" statement. Have them finish the sentence: "I used to think I can't _____, now I know I can _____.

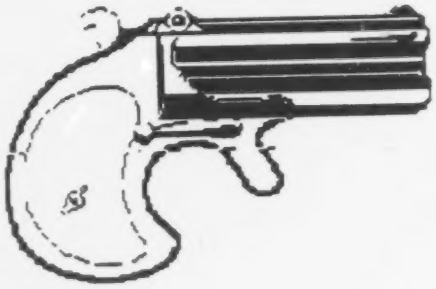
Workshop II
CHAMPS Control Their Anger

Youth, Violence, and Dealing With Anger

Introduction

Young people are killing themselves and each other at alarming rates. The Guns and Youth Survey on the next page may startle some and understate the problem to others. In cities and in rural areas around the United States, guns, violence and anger are a bigger problem than ever before. We must find new and better ways to deal with one another, particularly in situations where individuals are legitimately angry. The legitimacy of the anger and frustration must be countered by other caring individuals who are willing to help develop more healthy expressions of anger, conflict resolution and problem solving through peer mediation.

Guns and Youth Survey



- 9% of 10 - 19 year-olds say they have shot a gun at someone else
- 11% say they have been shot at by someone with a gun during the past year.
- 15% say they have carried a handgun in the past 30 days.
- 4% say they have taken a handgun to school during the past year.
- 39% know someone personally who has either been killed or injured from gunfire.
- 59% say they could get a handgun "if I wanted one".
- 22% say they would feel "safer" having a handgun on their person if they were going to be in a physical fight.

Source: L H Research Inc.

All About Anger

Approximate Time: 5 Minutes

1. Have group brainstorm their **Sources of Anger**. Where does their anger come from? What situations?

   Take 1-1 1/2 minutes to write responses on newsprint or blackboard.

2. Have group brainstorm how they **Express their Anger**, i.e. yell, swear, hit something, cry, get quiet, etc.

   Take 1 - 1 1/2 minutes to write responses on newsprint or blackboard.

3. Brainstorm **Reactions** you get to your anger. (One minute)

4. Pass out and explain Anger Graph Worksheets. Students complete the activity individually.

5. Pairs discuss ways they express anger as shown on their Anger Graphs.

ANGER GRAPH

Approximate Time: 5 minutes

COLUMN ONE:

1. List **ways** you express your anger.

COLUMN TWO:

2. List common **reactions** you often get from each of the ways you express your anger.

COLUMN THREE:

3. Put a star next to the way or ways you express your anger **most frequently.**

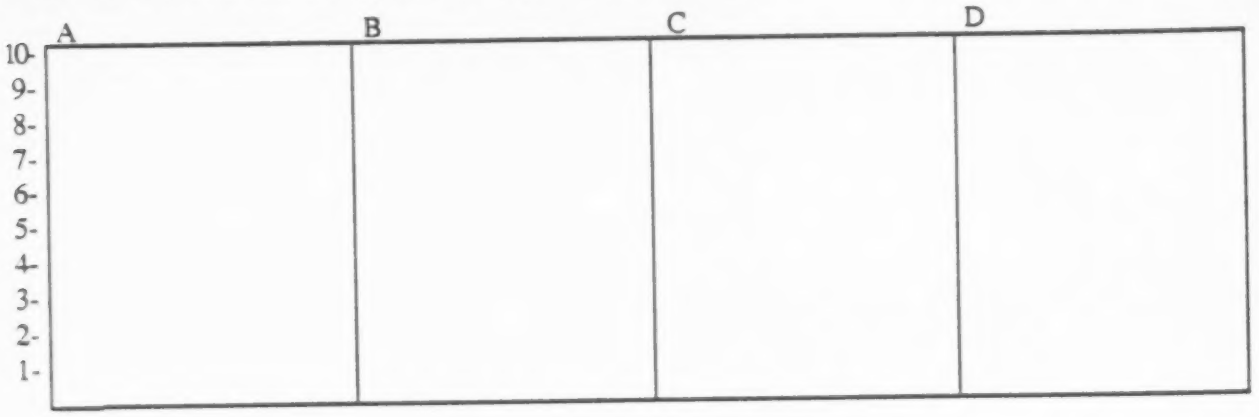
COLUMN ONE:	COLUMN TWO:	COLUMN THREE:
WAYS YOU EXPRESS ANGER	**REACTIONS** YOU GET FROM YOUR ANGER	* YOUR **MOST FREQUENT** EXPRESSIONS OF ANGER
1.	1.	
2.	2.	
3.	3.	
•	•	
•	•	
•	•	
•	•	
•	•	

ANGER GRAPH

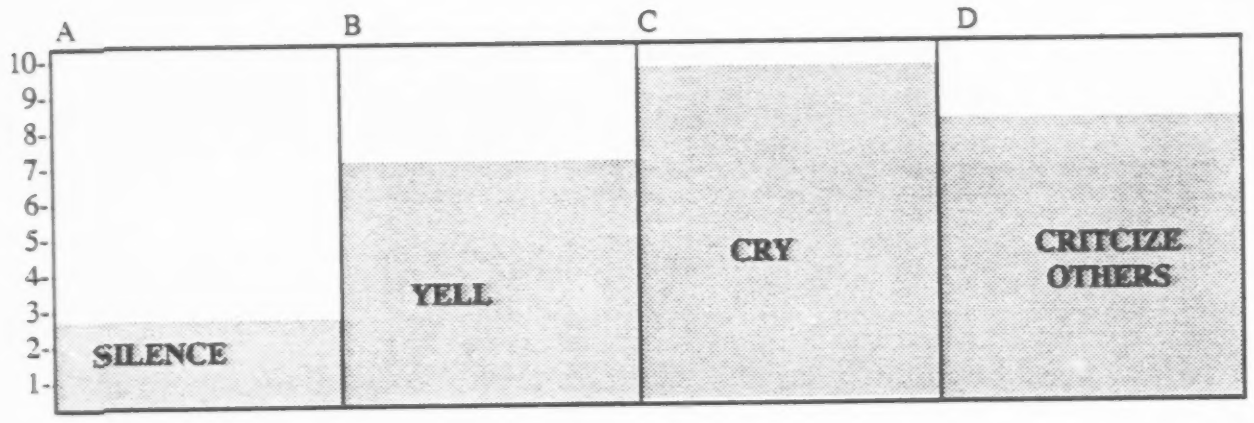
Approximate Time: 5 minutes

Make a bar graph of your anger.

Label each bar on your graph with your most frequent ways to show anger. Color in each bar to the level which shows how often you express your anger this way



SAMPLE



Role-Play

Approximate Time: 10 Minutes

1. Select several students to demonstrate an angry confrontation that might be typical at their school or with their friends.

2. Allow a second role play, if time allows.

3. Discuss how well they seem to be solving their problems. Does this happen in real life too?

EXAMPLES OF ROLE-PLAY SITUATION:

a. Two female students are interested in the same boy. They get into a fight at school about him and it turns verbally, then physically abusive.

b. Male students from two different schools disagree about the team they think will win this week's game. What starts as a quiet comment or two, escalates into something louder until it involves more students who all seem to have something to say.

c. A boy and girl who have been going out are about to break up. She is angry at him for ignoring her and he is hurt because she flirted with his friend.

Student Problem Survey

Approximate Time: 2 Minutes

1. Brainstorm **Problems** students encounter when they express their anger in these ways.

   Take 1 - 1 1/2 minutes to write responses on newsprint or blackboard.

2. Ask students to raise their hands if:

   a. They know anyone who lets their anger get out of control.

   b. They have ever seen a weapon.

   c. They have ever seen a weapon at school.

   d. They know of someone who has attempted suicide.

   e. They know someone who has been hurt by someone's anger.

   f. They have been hurt by someone's anger.

   g. They have ever hurt someone by their own anger.

3. Ask if they would please raise their hands if they would like to learn some new, more effective ways to deal with their anger and solve problems.

The Secret to "UN-Angering"

Approximate Time: 10 Minutes

1. Introduce the following concept:

   ANGRY People are DISCOURAGED People

   Fearful and hurt, they scare and hurt others.

2. Introduce the second concept:

   ANGER is a SECONDARY EMOTION

3. Ask students to define "Secondary" and "Primary".

4. Share with the students, the fact that there are only two primary emotions.

5. Ask if they can identify the two primary emotions
   a) fear
   b) hurt

6. Ask them to think of and write down a time they were really angry. Then ask them to consider what they were afraid of or why they felt hurt. Ask them to wirte down as much as they can to define this fear or pain.

7. Ask students to share in pairs.

8. Suggest that they always consider this when they are dealing with anger, whether it is their own anger or someone else's anger.

Re-Learning Anger

Approximate Time: 15 Minutes

To deal more positively with anger, ask students to:

1. Ask yourself "What am I afraid of?"
   or "What hurts?"

2. Ask person with whom you are angry to speak to you, alone.

3. Ask person when and where it would be convenient to discuss your concern.

4. Acknowledge that the other person may be upset too.

5. Use positive confrontation.

   Form a statement of positive confrontation like this:

   When you _____

   Then _____

   I feel _____

6. Ask students to write out a positive confrontation statement about their problem.

7. Students should practice the statement by saying it out loud to a partner, giving feedback to each other about how well they did.

Additional Exercises to Practice Positive Ways to Deal With Anger

(To be used as follow-up materials for this crucial topic)

Peer Mediation Model

Step 1 Each person describes the situation.
(Just the facts, no emotions or feelings.)

Step 2 Each person describes his or her feelings.
Have the other person paraphrase those feelings.

Step 3 Each person describes the desired change.

Step 4 Each person tells what he or she is willing to do to bring about the desired change.

Step 5 Plan the specifics for the agreed-upon change.

Peer Mediation

Practice

1. Brainstorm conflicts that are typical for CHAMPS-age students.

2. Brainstorm ways to react to conflicts.

3. Teach the prerequisites of conflict resolution:

   - Both people must want to resolve the conflict

   and

   - Both people must be willing to talk.

4. Teach the conflict resolution model:

   - Describe situation.
   - Describe feelings.
   - Paraphrase.
   - Describe desired change.
   - Plan specifics.

5. Role play various conflict resolution situations.

Peer Mediation

Sample Script

THE SITUATION: The students are upset to the point of tears. The problem is unclear but involves one girl, Sue, stating that the other girl, Jenny, said untrue and malicious things about her to other friends. After yelling at each other, the girls are approached by another friend, Diane, who says:

Diane: "You two are really upset? Would you like some help getting this mess solved?

Sue: "You can't help unless Jenny admits what she did."

Jenny: "She won't believe me anyway."

Diane: "Well, I'd like to help. Will you both try?"

Sue: "I guess so."

Jenny: "If she will."

Diane: "Good. You each will start by describing the situation. I only want the facts, not any of your feelings about it. Neither of you are to say anything 'til the other person is done. Ok?"

Sue: "She told everybody that I like Bobby, after I told her not to."

Diane: "I asked for "facts", and you said "EVERYBODY". Get a little more realistic and state the facts."

Sue: "Ok, I guess she probably told about five people, but it really bugs me cause..."

Diane: "No feelings yet, ok? Now, Jenny, please tell exactly the facts of the situation as you know it."

Jenny: "Ok. Sue told me she liked Bobby, and didn't tell me not to tell, but I guess I kinda knew she wouldn't like me to say anything. But I was over at Becky's house and we were talking about guys and stuff. She asked me if I knew who Sue liked so I told her. But she's the only one I told."

Sue: "That's bad enough. You know what a big mouth Becky has."

Diane: "Sue, if this is going to help, you need to say only what I ask you to say, ok?"

Sue: "Ok."

Diane: "Now, I want each of you to describe your feelings. Please listen very carefully, because you'll need to restate the other person's feelings when they are done. Sue, please start."

Sue: "I feel angry because this isn't the first time this has happened and Jenny's supposed to be my friend."

Diane: "So, what else are you feeling besides angry?"

Sue: "Hurt, I guess."

Diane: "Jenny, tell me what you think Sue's feeling, and then tell her your feelings."

Jenny: "She's mad at me and hurt that she couldn't trust me with her secret. And I'm upset that she thought I'd tell everybody. And I guess I'm also mad at myself for telling Becky."

Diane: "Sue, tell me what feelings you are hearing from Jenny."

Sue: "She sounds sorry."

Diane" "I don't think you want to have this happen again, so please tell each other what you would like to see change. Jenny?"

Jenny: "I'd like Sue to stop thinking I'd really tell the whole world her secrets."

Sue: "And I'd like to be able to tell Jenny something and know she won't tell anybody."

Diane: "Those both sound like good ideas. Now, please go one step further and tell each other what you are willing to do to make that change. Jenny?

Jenny: "I'm willing to tell you both that I will not tell Sue's secrets and that it will be easier if she would tell me when she wants something kept secret."

Sue: "I'll do that. I'll tell you when I want you to keep something secret."

Diane: "You guys are doing great! Now, the final step. Let's make a plan for the specifics of this change. Sue, what exactly do you need to do to help Jenny keep your secrets safe."

Sue: "I need to tell Jenny stuff that's secret only after I remind her that this is only between us."

Diane: "Great! Now Jenny, specifically what do you need to do to keep this from being a problem again?

Jenny: "I need to think about Sue and remember that her friendship is important to me. I also need to think about how I would feel if someone told my secrets."

Diane: "Terrific!"

Confrontation: A Model (Optional)

Used when a particular problem is causing you concern and the other person seems to be unaware that there is a problem.

STEP 1: Think long and hard concerning problem ownership.

STEP 2: Set the stage.

STEP 3: Statement of fact.

STEP 4: Statement of Loss (use universally accepted loss statement). Show how you hurt! !

STEP 5: Statement of what you want to happen.

STEP 6: Shut up - shift gears and do some active listening. Listen for facts and feelings: give feedback. Be aware -- when you confront, emotions surface. This may be extremely informative for you and useful to the other person.

STEP 7: What do we want to happen? No deferring, both declare, try to reach a shared decision.

<u>WHEN NOT TO CONFRONT!</u>

1) When Hungry
2) When Angry
3) Coming or Going
4) In Bedroom
5) In Front of Others
6) When You Haven't Thought Problem Through

Conflict Resolution - A Model (Optional)

Set the Stage: try to get with the other person at a good time and in a comfortable setting - with no distractions!

5 Basic Steps

1. Brainstorming: What happens when you and I have a conflict?
   List behaviors and feelings.
   Example: Door slamming, crying, etc.

2. Ideal Situation: What would we like to take place after we resolve this problem?
   Example: talk more, go out together, etc.: _____

   Immediate Long Range

   _____

   _____

   _____

   _____

3. Change: What do you want me to change? What would you be willing to change? Be very specific!

   Me You

   _____

   _____

   _____

4. Don'ts: What do you not want to happen anymore (that usually does)?

   _____

   _____

   _____

5. Plan: What do we specifically want to happen?
   -No deferring
   -Both declare
   -Reach a shared decision

   Evaluate Plan periodically - - if it's not working, make a new one or modify the old one.

Other Positive Approaches

1. Utilize physical release

   -take a walk
   -run a lap
   -hit pillow
   -jump up and down (bed, trampoline, floor)
   Brainstorm others

   Think of some of your own:

   _____

   _____

   _____

   _____

2. Utilize highly physical releases
   -newspaper battle
   -water gun battle
   -paper bag battle (inflate the bags)

   Think of some of your own:

   _____

   _____

   _____

Workshop III
CHAMPS Choose Healthy Alternatives

Getting High

Approximate Time: 5 Minutes

1. Ask students, "What does Getting High mean?" Develop a quick definition on newsprint.

2. Tell students that there are more words in the English language for the concept "Getting High" than any other phrase.

3. Ask them to brainstorm and record on newsprint all the words or phrases they can think of. Divide them into Positive (+) and Negative (-) columns.

   i.e.)

+	-
Euphoric	Wasted
Happy	Bombed
Joyful	Polluted
Thrilled	Drunk
Gleeful	Messed Up
Ecstasy	Pickled
Delightful	Soused

4. Brainstorm and record on newspaper, what people do to get high, i.e.) drink, smoke pot, drive fast, do drugs, etc.

5. Ask students to brainstorm ways to get high without alcohol or drugs.

   Tell the students that you are going to get them all high right now. Ask them to join in with your choices of the following games.

Alternative Highs

Approximate Time: 30 Minutes

INTRODUCTION

The real object of these games is to create an alternative "high". Besides getting people together enjoying themselves and each other, this workshop will also show young people how to "get high" without using drugs or alcohol. The games are for everyone who loves to play, to laugh, and to have fun for fun's sake. And as long as everyone remembers that people are the most important part of the activity, no one has to be afraid of getting hurt. There are no spectators, and all it takes is a few friends with a desire to celebrate the day with play.

#1 PSYCHIC SHAKE

Everyone stands, and each person silently decides on a number--one, two, or three. Then the group begins to mingle and to shake hands: If my number is one, I shake your hand once; if it's two, I shake twice; and if it's three, I shake your hand three times. If we have different numbers, there is an unmistakable moment of tension when one of us tries to stop the shake while the other continues. But if we have the same number, we stop at the same time, and we know we're in the same group. Those of us with the same number stay close together and continue our search for others of like persuasion. Be careful not to break the silence; this game is based on nonverbal communication. Often as not, groups will psychically divide themselves into three exactly equal groups.

#2 KNOTS

Using the groups just formed, people stand in a circle, shoulder-to-shoulder, placing their hands in the center. Now everybody grabs a couple of hands. If you ever want to get out of this, make sure no one holds both hands with the same person or holds the hand of a person next to them. Now untie the knot without breaking handholds. (Note: pivoting on your handholds without actually breaking your grip will add an element of grace and eliminate the need for a chiropractor.) When at last the knot is unraveled, you will find yourselves in one large circle or occasionally two interconnected ones. If you develop a tangle which prevents the knot from unraveling itself, you can administer emergency "knot-aid" (a momentary break in hands) to get on to the next game.

#3 CIRCLE LAP SIT (Optional)

This is one game some people may elect to "sit out". Everyone stands in a circle, shoulder-to-shoulder. Now everyone turns to the right and takes a big step toward the center of the circle. On signal and **very slowly**, everyone sits on the knees of the person behind them. Once you're comfortably seated, you might give the person in front of you a neck massage. If you're really good, you could take your circle for a "walk", first the right foot, then the left foot . . . .

#4 RAIN

Everyone sits in a circle with eyes closed. Throughout this activity, people are to mimic the person on their right. The leader pauses for a moment or two until everyone is quiet and then begins rubbing his/her palms together. The person on the leader's left joins in, then the next person, and so on around the circle until everyone is rubbing palms, hearing the sound of rain drizzling down. Then the leader starts snapping his/her fingers. One by one around the circle, each person replaces palm rubbing with finger snapping, and the drizzle turns to a steady patter. Then the leader switches to hand clapping, and the patter becomes a hard rain. The storm builds to a downpour as the leader begins slapping his/her thighs. On the next round, thunder crashes as each person stomps his/her feet. And then the storm subsides, just as it grew--thigh slapping, hand clapping, finger snapping, and back to palm rubbing. For the last round, the leader stops rubbing his/her palms and takes the hand of the person on his/her left, on around the circle. And open your eyes to see the sun reappear.

#5 WILLOW IN THE WIND

Imagine a warm summer night. Crickets are chirping and graceful willows are swaying in a gentle breeze. Form a circle of about 10 players standing shoulder to shoulder, facing the center of the circle, with hands held at chest height, palms forward. Each person should have one foot slightly behind the other for good balance. The group has just transformed itself into a summer breeze, and now all we need is a volunteer to be the willow. The willow stands in the center of the circle with feet together, arms crossed over the chest, and eyes closed. Keeping the body straight but relaxed, the willow sways from side to side, forward and back. The circle supports the willow, returning him/her to an upright position with gentle pushes. Two people support the willow at all times, and the gentle breeze is not allowed to become a howling hurricane. Each person gets to be the willow, swaying to and fro, caressed by the breeze. This is a trust game. The player who is the willow gets the opportunity to trust the other players completely, and those who are the breeze get to feel the trust the willow has placed in them.

#6 JUNGLE PLANTS AND ANIMALS

Our jungle world is made up of plants and animals, represented by a three-person pose:

1) Elephant: middle person is a long trunk, outside people are large, floppy ears
2) Giraffe: middle person is the neck, outside people are the ears
3) Fish: middle person is the mouth, outside people are the fins
4) Palm tree: middle person is the tall trunk, outside people are the arching branches
5) Mosquito: middle person is the stinger, outside people are the wings
6) Monkey: from left to right: "Hear no evil, see no evil, speak no evil" pose

Form a circle of about 10 players and practice making the three characters that go into each pose. The game begins when one player steps into the center of the circle to be the spinner. He/she points to a player who becomes the central character of the pose, with the players on either side completing the pose. The last person to strike the appropriate pose gets to be spinner for the next round.

#7 MOLECULE

This is a quick, fun way to get groups into teams for the next activity. Remind your group that one or more molecules together makes an atom. When the leader calls out a number, people form atoms (groups) with that number of molecules. Then the leader calls a new number, and people form new atoms, and so on. This is a great one for making people feel "wanted." By calling "5" as the last number, the atoms will be the right size for Team Juggle.

#8 TEAM JUGGLE

Have the groups of five sit in a circle on the floor and give each group one lemon, lime, tennis ball, or other object to juggle. People will toss to one of the people across from them and catch from the other person across from them. To better picture this, think of the flow of the juggled object as forming a star shape. Before tossing, each person calls the name of the person he or she is tossing to. When a group has mastered one object, give them a second, then a third, and so on, up to five objects.

#9 ROCK/PAPER/SCISSORS

A fist is the Rock, a hand held flat is Paper, and two fingers is for Scissors: Paper covers Rock, Rock breaks Scissors, and Scissors cuts Paper. Divide into two teams and determine the "free zone" for each team. Each team huddles and decides which symbol they will all throw. In two lines facing each other, the teams chant "Rock/Paper/Scissors" and "throw" their symbols.

#10 BEACH VOLLEYBALL

After stringing yarn across your play area, divide the group into two teams sitting cross-legged on the floor facing each other across the string. Toss out a beach ball to see how many times the two teams can hit it before it drops to the ground. There is no "3-hit rule" here: Teams may hit it as many times as necessary to get it over the "net". In fact, the idea is to work together to keep the ball from touching down on either side.

#11 BALLOON VOLLEYBALL

Of course you'll need a balloon or two, just in case. Try a regular volleyball game on your knees with a balloon. You can do this easily enough without worrying about having a net. Use your imagination.

#12 THE SEAT ON MY RIGHT IS FREE

Group sits in a circle with one extra chair or space. Player to the left of the vacant chair begins by saying, "The seat on my left is empty and I want (name) next to me, and on and on.

#13 SENDING A MESSAGE
You will need small pieces of paper numbered, one for each member of the group. Members draw a number from the "hat" which should remain secret information. Group sits in a circle with one person volunteering to be IT> IT will call two numbers. (not higher than the number of people in the group) The two people who have had their numbers called must try and change chairs before IT gets their chair. The person left standing is the new IT.

#14 EVERYONE WRITES A LETTER
Each group member draws a name of another group member. They must write a letter to them. (Put a time limit or 25 words, etc.) They can sign the letter if they choose, if not, they can guess who wrote the letter. Letters are passed around until you find the one with your name on it. Remind the group this is for fun and games.

#15 WHAT'S CHANGED
Get into pairs. Look at your partner for one minute. Partners then turn around and change 3 things. Face each other again and figure out what they have changed. Good for an observation exercise.

#16 SNAKE
Form a snake by holding on at the shoulders or waist. Only the leader has eyes. The leader must negotiate the snake through obstacles, climbing, going over, under, around objects, tiptoe, etc.

#17 STAND UP
Sit back to back with your partner, with knees bent and elbows linked. Now stand up. Now, try it with the whole group. All standing at the same time, of course.

#18 THE BLOB
The blob begins as a standard game of tag. When IT catches someone they join hands (one hand) and on and on. The outside hands of the Blob on each end can now catch their victims. What the Blob grow! You may want to establish some boundaries for those trying to evade IT.

#19 HUG TAG
It's the standard game of tag except you can be safe only when you're hugging another person. Make the game more communal by ruling only three people hugging are safe, then four or five. Of course, depending on the size of your group.

#20 HA-HA
Group members lie on the floor with their head on another person's stomach. Number off from one to however many people in the group. Number one begins with one HA, number two gives two HA-HA's and on and on. Repeat several times and soon the whole group will be roaring in HA-HA's.

PROCESS DISCUSSION

Gather students together and discuss how they feel. Point out that the feelings of a "natural high" are what most people want from drugs or alcohol. Emphasize the value of "getting high" in ways that are simple, safe and legal.

Like List

Approximate Time: 10 Minutes

WHAT IT IS,
WHAT IT DOES:

A short activity to help people take a fresh look, or another look, at what they really like to do, what activities they value, how they spend their time, and how their interests may be changing over time.

HOW TO DO IT:

Take a piece of paper. Put the date at the top of the page. Leave the left-hand third of the page blank - starting about two-thirds of the way over, make a list of 10 things you like to do when you have a chance. (Give them enough time to get most of the list completed.) Now let's take a further look at the list.

Go back and put a * (asterisk) next to the <u>five</u> things you like to do best.

P-next to those things you like to do with other people.
A-next to those things you can do all alone.
R-next to those items where there is some personal risk to you attached.
$-next to those items that cost money to do.
N-next to those things that are new in your life in the past six months or so.

Now look back at those things you put an asterisk on. When did you last do those things you like to best? Put an approximate date next to each. Take a minute to look over your list to see what if tells you about yourself. You may want to think further about some of these questions:

How recently or how often do you do what you really like to do best?

How many of the things you best like to do (with an *) also cost money (have a $)? How many don't cost money? Are there a lot of new things in your life? Or are you a person who keeps pretty much to old, familiar things? Are you a "private" kind of person who would rather do things alone or do you want to be with people most of the time? Are you balanced?

Write down some I LEARNED statements on your paper - '"I LEARNED that I am a person who . . . "

VARIATIONS AND FURTHER USE:

You may want to do this exercise periodically with a CHAMPS Team you are working with (hence the date) and have them compare what they put down on one occasion with what they LIKE LIST at another time. With your CHAMPS group, you might want to do a LIKE LIST at the beginning of the school year, near the middle, and again at the end.

You may want to add to the code suggestions above or change these codes, whatever is appropriate.

CHAMPlanning

CHAMPlanning Overview

CHAMPlanning is the focus of the CHAMPS Day.
This is the opportunity for students to become part of "the solution" to school and community problems.

Before CHAMPS Day, students and facilitators should be assigned to CHAMPS Teams. The process for this is outlined in Assigning CHAMPS Teams.

The first activity of CHAMPlanning on CHAMPS Day is CHAMProductions which is a team building activity for all teams. Once the activity has been explained, students will get into their teams with an adult facilitator to complete the CHAMProductions, learn how to do CHAMPlanning, and begin to plan for their team service project.

The following pages contain:

Prior to CHAMPS Day

Assigning CHAMPSTeams	Pg. 100
CHAMPS Team Selection Worksheet	Pg. 101
CHAMPS Team Selection (Sample)	Pg. 102-103

On CHAMPS Day

CHAMPS CHEERS	Pg. 104
How to do CHAMPlanning	Pg. 105
Team CHAMPlan	Pg. 106

Assigning CHAMPS Teams
(prior to CHAMPS Day)

It is valuable to assign CHAMPS Teams allowing students to choose their top 2 or 3 favorites. Simply spend a few minutes with each classroom, **prior to CHAMPS Day.**

1. Explain briefly that, CHAMPS Day is coming, and that they will all attend as LEADERS of their school.

2. Explain that as CHAMPS they will pick a leadership team on which to serve their school or community.

3. Give them some examples of the QUIKstarts, CHAMPS Team Ideas or CHAMPS Modules. You will need about one team for every 10 students.

4. Brainstorm and record student ideas about the positives of their school. Then brainstorm and record student ideas about projects or activities they can do to improve their school or community.

5. Distribute completed CHAMPS Team Selection form with added TEAM NAMES and DESCRIPTIONS as selected by CHAMPS Training Team.

6. Ask the students to fill in their 1st, 2nd and 3rd choices. (1st and 2nd choices may suffice, and will make it easier to assign students to CHAMPS Teams)

7. Assign students to CHAMPS Teams based on their top choices as much as possible with careful consideration also given to balancing:

    - boys and girls
    - talkers and quieter children
    - friendship groups (there may be some children you'd prefer to separate)

8. Inform students of team composition At CHAMPS Day rather than prior to CHAMPS Day to avoid student requests for change.

CHAMPS Team Selection Worksheet
(See Sample)

Place a 1, 2, and 3 beside your top choices of leadership teams on which you would like to serve. Every effort will be given (but cannot be promised) to place you on a team of your choice.

	Team Name	Description
____		
____		
____		
____		
____		
____		
____		
____		
____		

____ Other Student Initiated Action Plan(s) (name the team(s) as appropriate)

Team(s) which choose to select its own topic based on school or community needs and interests.

Topic: _____

CHAMPS Team Selection
SAMPLE

Place a 1, 2, and 3 beside your top choices of leadership teams on which you would like to serve. Every effort will be given (but cannot be promised) to place you on a team of your choice.

Team Name	Description
_____ Student Discipline Council Team	Students will meet as a team to discuss discipline on campus and the handling of disruptive behavior.
_____ Peer Tutor Team	Peer Tutors assist students who are having difficulty with their academics.
_____ Puppeteer Team	The Puppeteer Team prepares and performs puppet shows and follow-up activities for feeder elementary schools.
_____ News About CHAMPS Team	The Newsletter Team actually writes and publishes and distributes a CHAMPS Newsletter to the entire school.
_____ Student Support Team	This team will work with the R.A.P. Program to help At Risk Students.
_____ Opinion Poll Team	This team will gather ideas and opinions from the student body and report to the school.
_____ Peer Mediation Team	The Peer Mediation Team becomes trained as conflict managers to help solve student problems and issues.
_____ Special Events Team	This team will plan and coordinate major events that will occur once or twice per semester.

_____ Community Service Team

This team becomes involved in planning ways to serve the community through project planning.

_____ Other Student Initiated Action Plan

A team which chooses to select its own topic based on school or community needs and interests.

Topic: _____

CHAMP CHEERS

CHAMP CHEERS are simple presentations developed on the spot by groups of 8-12 students, and gives them an opportunity to practice teaming skills in a fun way.

The teams are given five minutes to go to an area in the training room and develop a CHAMPS CHEER. The cheer can be:

- Original
- From an existing cheer they know. (With new words)
- Reflection of something they have learned about "what it means to be a CHAMP".

Add some choreography, get the large group to respond to the cheer, and have fun.

In a brisk manner, each team is called forward to quickly introduce its members and present their CHAMPS CHEER.

Process Questions:

1. What did you learn working as a team?

2. Was it harder or easier to make decisions as a team? Why?

How To Do CHAMPlanning

Selecting Teams:

- Teams consist of 8-12 members
- Selected and organized prior to CHAMPS DAY
- Utilize ideas from CHAMPS Teams developing teams relative to specific issues.

Team Facilitators:

- Each team will have an adult facilitator
- Facilitator may be school staff, parents, community representative, etc.

Team Facilitators Responsibilities:

- Build Trust in team
- Help with CHAMPS CHEERS
- Help Students to select a Team Name

CHAMPlanning Steps:

- Team Members discuss problems or project they have selected for CHAMPlanning.
- Complete CHAMPlanning form together - step by step, deciding on shared student responsibilities and approaches.
- All Team members sign the CHAMPlan.
- Set next meeting date, time, and place.
- When entire group is back in the large group setting, have students select one person who will share their teams plan with the group.

Team CHAMPlan

Name _____

Date _____

This is a team action plan. It can center around a school or community project. State your goal as it relates to your project. Explain how you are going to accomplish your goal. Set a date to evaluate your progress.

Goal _____

_____

_____

Steps we will take to reach our goal:	Who	By When
1.		
2.		
3.		
4.		
5.		

We will know when we have reached our goal when: _____

_____

We wish to evaluate our progress and reach our goal by (date) _____

We are committed to this action plan.

Signature of each team member

_____

_____

_____

_____

_____

Victory Celebration

Victory Celebration
Review of Skills and I Learned . . . Activities

The Victory Celebration is the culminating activity of CHAMPS day. Its purpose is to summarize the learnings of the day, reinforce commitments to CHAMPS ideals, and acknowledging each of the students who accept these ideals as a CHAMP.

During the Victory Celebration, have students share the learnings in front of the group.

Suggestions to include in Review of Skills are:

- Student who has learned names of everyone at the training.
- Student showing the CHAMPSigns
- Sharing of CHAMPlanning
  -Team
  -Individual

I Learned . . .

Conclude with student "Pop-Ups" by having several of them stand and state "I learned . . . and complete the sentence.

If parents are present for the last part of the training, the students can do a "Parent Performance."

Tee-Shirt Distribution

The Victory Celebration occurs at the end of the CHAMPS training day. At this time students will be presented with tee-shirts and certificates to give significance to the completion of their training. Students will be in semicircle rows and are directed at this time to stand (one row at a time) and proceed single file by a side or back table where the shirts have been placed. They are each handed a shirt and proceed behind the group to return to their original seat. When they have returned to their seats the second row will stand and proceed in the same manner...and so on until everyone has received their tee-shirt. Students are asked to **not** put on their tee-shirts until instructed to do so.

The students are then told by the CHAMPS trainer the significance of these tee-shirts and even though there is no magic in wearing them, they do represent them as CHAMPS. The other students at school will be looking to them as **role models.**

On the count of **three** ask students to pull their tee-shirts on and celebrate with applause. Certificates can be handed out at the same time or at a later date during an assembly certificate presentation. The assembly certificate presentation is an opportunity for all the students at the school to see the presentations and look forward to the time when they become CHAMPS.

CHAMPS Day Student Survey

On a scale of 1-5 with a 5 being the most favorable, please vote the following sections of CHAMPS Training.

	1	2	3	4	5
Spirit Meeting					
Games and Energizers					
CHAMPS Make Wise Decisions					
CHAMPS Control Their Anger					
CHAMPS Choose Healthy Alternatives					
CHAMPS CHEERS					
CHAMPlanning Teams					
Victory Celebration					

Please write your comments about the day:

Student Training Materials

During the one-day CHAMPS training, students will each receive a folder. The master sheets are contained in Section V of this manual and can be copied for each student folder. These will be used during the CHAMPS Training Day Activities.

- •CHAMPS Training Design
- •CHAMPS Bingo
- •Angering Roles
- •Gun and Youth Survey
- •Peer Mediation Model
- •The Secret of UN-Angering
- •Re-Learning Anger
- •Confrontation - A Model
- •Conflict Resolution - A Model
- •Decision Making Model
- •CHAMPlanning - Team
- •CHAMPS Notes
- •CHAMPS Student Day Survey

Buttons, bumper stickers and pencils can be placed in the folders or handed out separately to the students during the CHAMPS Training Day. T-Shirts are presented to the CHAMPS during the victory celebration. Certificates can be presented at the end of the training, or at a special assembly at a later date.

SECTION IV

THE PROGRAM:

Sustaining Your Program
Throughout The Year

TEAM FACILITATOR INFORMATION

	Page
After CHAMPS Day	
Program Overview	113
Program Chart	114
Role Of The CHAMPS Coordinator	115
Responsibilities Of Team Facilitators	116
Team Planning Worksheet III	117
Team Planning Worksheet IV	118-119
Guidelines For Working With Your Team	120
Team CHAMPlan Form	121
CHAMPS Team Report Form	122
CHAMPS Teams	123-124
CHAMPS Projects	125-141
Other Initiated Action Plans	142-143
Expansion of Teams	144-148
CHAMPS R.A.P. (Raising Academic Potential) for At-Risk Students.	149-150
How This Teacher / Student Mentor Program Works	151-162
Evaluation	163-164
CHAMPS R.A.P. Sessions	165-186

CHAMPS AFTER CHAMPS DAY...

Program Overview

The CHAMPS Program, following the CHAMPS Day, consists of two components:

- CHAMPS Teams - Student Groups Facilitated by an Adult
- CHAMPS R.A.P. - Raising Academic Potential for At-Risk Students

As you can see from the chart on the following page, the program methodology is thoroughly outlined and structured to continue the enthusiasm of CHAMPS Day.

During CHAMPS Day the team concept was started as students worked in groups to write CHAMPlans. They now are ready to carry out their CHAMPS Team Projects and become problem solvers in their schools and communities. CHAMPS Teams select projects from this manual or develop others of their own. These projects have been selected specifically for middle school students and are explained in detail. Students plan the strategies and put the plan into action with the guidance of their team facilitator.

Guidelines for developing other student initiated action plans are listed as well as a methodology for expanding CHAMPS Teams and involving more students.

Finally, CHAMPS R.A.P. (Raising Academic Potential) for "At-Risk" Students completes program implementation. This teacher / student mentoring component, along with a student support team, will aim to improve academic scores and provide support for students who need unique attention to survive.

In summary, all the pieces are here to make CHAMPS successful. CHAMPS Teams and CHAMPS R.A.P. (Raising Academic Potential) combine to help students learn leadership and responsibility by acting as responsible leaders. School climate becomes positive and working with young people is exciting and fun. Anything worthwhile takes time, but remember the rewards are great. Students are becoming part of the solution rather than just part of the problem.

CHAMPS
Peer Leadership Program
Middle School

Program Implementation Following Student Training

CHAMPS TEAMS
Groups of Students with Adult Facilitators

- CHAMPS TEAM PROJECTS
- Expansion of Teams
- Team Time Activities
- Other Student Initiated Action Plans

CHAMPS R.A.P.
"Raising Academic Potential" for AT - RISK STUDENTS

- Teacher / Student Mentor Program
- R. A. P. Session Activities
- Student Support Team
- Evaluation

Rev. 9/93

Role Of The CHAMPS Coordinator

It is important that one staff member (or two CO-coordinators) be selected to oversee the activities of the CHAMPS Teams and Facilitators. This person does not take a team of students, but takes on the following responsibilities.

1. Runs off and distributes, to all team facilitators, the information which is contained in this section.

2. Collects Team Reports from Team Facilitators following their team meetings.

3. Meets with all Team Facilitators periodically (once every month or every other month) to talk over their team progress and needs.

4. Reports the progress of the teams to the entire school (or service organization) so they can appreciate the service the teams are providing.

5. Works with R.A.P. Staff Team and Student Support Team and their facilitator to edvaluate progress.

Responsibilities of Team Facilitators

Youngsters do not learn to be leaders and take responsibility overnight. They learn by doing! It is important for the team facilitators to guide and support rather than control. It may be easier to "do it yourself", but in order for students to truly learn the life skills they need to survive in this world, they must be given the chance to participate. Your guidance and consistency will make the difference.

1. Work with your team on their CHAMPlan
   (CHAMPS Team Projects or other Student Initiated Action Plans)

2. Complete the Team Report Form after each meeting and return it to the CHAMPS Coordinator.

3. Communicate with entire school staff as to the activities of CHAMPS.

4. Work on the expansion of teams on campus.

5. Evaluate the program at your school (see Section V: The Results)

TEAM PLANNING WORKSHEET III

CHAMPS Coordinator _____

1. Number of CHAMPS Students _____

2. Number of Facilitators Needed _____ to work with Student Teams.
3. Names of Facilitators:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

4. Meeting schedule - design schedule to meet approximately 2 times per month. Suggestions:
   - Set time for all teams once or twice per month. Every 3rd Friday afternoon from 2:00 - 2:45 p.m.
   - Every other Tuesday at times convenient for each facilitator. Every other Wednesday at lunch.
   - During homeroom time one morning per week. Consider other times.

5. Select CHAMPS Teams (enough strategies for approximately 10-12 students per group from CHAMPS Team Projects or develop from other Student Initiated Action Plans.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

6. Match Facilitators to Strategies on Team Time Schedule.

TEAM PLANNING WORKSHEET IV

TEAM TIME SCHEDULE

(SEE SAMPLE)

CHAMPS TEAMS	FACILITATORS	MEETING,TIME & PLACE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

TEAM TIME SCHEDULE

(SAMPLE)

CHAMPS TEAMS	FACILITATOR	MEETING TIME & PLACE
1. Student Discipline Council	Bobbi Pin	Rm. 10
2. Peer Tutors	Tommy Gunn	Rm. 12
3. Puppeteer Team	Iva Payne	Rm. 10
4. News About CHAMPS Team	Betty Boop	Rm. 14
5. Student Support Team	John Dough	Rm. 14
6. Opinion Poll Team	Chanda Lear	Cafeteria
7. Peer Mediation Team	Doris Closed	Music Room
8. Special Events Team	Carole Sung	Rm. 12
9. Community Service	Seymour Stars	Office Annex
10. Additional Teams (Other Student Initiated Projects)	Wade Ashore	Media Center
		ALL TEAMS MEET EVERY OTHER FRIDAY DURING HOMEROOM

Guidelines For Working With Your Team

Meeting and working with students throughout the CHAMPS Program is vital for an on-going successful program. It is essential that facilitators understand their role and its importance.

The primary role of the CHAMPS trainer is to be a "Positive Role Model" with students. As such, these people will be very involved in the training of CHAMPS and in the activities that will continue to reinforce the skills learned by CHAMPS at their CHAMPS Day. These adults will be the reinforcers of the program and supporters of the students throughout the remaining school year.

In order to establish this connection, CHAMPS trainers are asked to serve in the following capacities:

1. To interact freely and openly with students.
2. To trust that students can find solutions to problems, often very good ones.
3. To use the written CHAMPlan form for problem-solving.
4. To give students responsibility in small increments, thus encouraging successful completion of tasks.
5. To use the CHAMPlan repeatedly. Each time a snag is hit, simply ask key questions:

"What can we do to solve this?
"What else can we try?"
"What other thoughts does anyone have?"
"How well might that work?"
"How can we use several of your ideas together?"

Research on the Adult Role

The most effective role for the adult facilitators in peer leadership programs is to be:

1. Facilitating and Guiding
2. Not Controlling
3. Reflective of "Conscious Role Modeling" of appropriate group behavior
4. Careful Listening
5. Caring
6. Non-judgmental

Nancy Tobler, *Meta-Analysis of 143 Adolescent Drug Prevention Programs, 1987.*

Team CHAMPlan

Name _____

Date _____

This is a team action plan. It can center around a school or community project. State your goal as it relates to your project. Explain how you are going to accomplish your goal. Set a date to evaluate your progress.

Goal _____

_____

_____

Steps we will take to reach our goal:	Who	By When
1.		
2.		
3.		
4.		
5.		

We will know when we have reached our goal when: _____

_____

We wish to evaluate our progress and reach our goal by (date) _____

We are committed to this action plan.

Signature of each team member

_____

_____

_____

_____

_____

CHAMPS Team Report Form

(to be turned in to CHAMPS Coordinator after each Team Meeting)

1. **Team Name:** _____

2. **Facilitator's name:** _____

3. **Team members present:**

   _____

   _____

   _____

   _____

4. **Your Team CHAMPlan:**

   _____

   _____

   _____

5. **Progress to date:**

   _____

   _____

   _____

6. **Assigned Tasks:**

   _____

   _____

   _____

7. **Next meeting date:** _____

144

CHAMPS TEAMS

145

CHAMPS Teams Overview

CHAMPS Teams are made up of a group of students and an adult facilitator or two. These groups are formed at the CHAMPS Day Student Training. At that time, the students learn an action planning process and are prepared to work as a team to solve school and community issues. This learning process in leadership and responsibility will take continuing guidance from the team facilitator. Teams then begin working as a group on any of the projects listed in CHAMPS Team Projects, or their own Student Initiated Action Plans. They develop the strategies to implement their projects, whether they choose their own topic or one listed under Team Projects, it is important that they develop the action steps to be successful.

Remember, the CHAMPS Day Student Training is the kick-off and preparation for what can happen as students now work in teams with an adult facilitator and impact school climate with this exciting peer process called CHAMPS.

- CHAMPS Team Projects
- Other Student Initiated Action Plans
- Expanding CHAMPS Teams

CHAMPS PROJECTS

Peer Tutor Team

School Beautification Team

Opinion Poll

News About CHAMPS Team

Special Events Team

Student Support Team

Student Discipline Council

Community Service Team

Peer Mediation Team

CHAMPS Puppeteer Team

BEST COPY AVAILABLE

PEER TUTOR TEAM

Every middle school is concerned about academic readiness as students go on to the secondary school setting, knowing that if students fall too far behind, their chances toward completing credits for high school graduation are diminished. This team of Peer Tutors can help raise test scores of students that need extra attention.

Students who have failed to master the basic skills needed in learning become discouraged when they tackle tasks and problems presented in the classroom. Many of the students find themselves in the bottom 25 percent of the class. They are prime candidates for dropping out. Teachers have an overwhelming task of reaching all the levels of academic achievement, and often times cannot find the time needed for one-on-one tutoring. Students often feel threatened or embarrassed by the efforts of adults and would be better served by student tutors.

When school districts survey students to learn why they plan to leave school early, students reply with these typical reasons:

- "I have trouble writing reports."
- "Textbooks are too hard to understand."
- "Too much school work to do at home."
- "Can't keep my mind on school work."
- "Don't like school."
- "I have to take subjects I don't like."

These types of students soon fall into a group that is unable to keep up with classroom work and then react with tardiness, absences, truancy and violation of school rules. They become the students who are then subjected to punishment, suspension, detention, and finally, expulsion.

Peer Tutors can become the key to success for many of these students. On the following pages are forms to utilize in identifying those students that could benefit from peer tutoring, as well as a report form that would be completed by the peer tutor after each tutoring session.

Assign each tutor 1-3 students with whom they set up times to work. Following their tutoring sessions, members of the Peer Tutor Team return their "Peer Tutor Report Form" to the Team Facilitator.

Logistically, a specific time can be arranged once or twice per week where tutoring takes place at a specific school location. A study hall can be created for tutoring. The key is to be creative and make it work.

Peer Tutor Referral List

Please list the names of students in your classroom who could benefit from having a Peer Tutor. The students should be those who are at least one year or grade level behind.

Student's Name _____

Teacher _____

Room _____

Subject Area or Skill Area of Need:
(Please check appropriate space)

Math _____

English ____

Science ___

Social Studies ____

Writing ____

Study Skills _____

Homework Problems ____

Attitude ___

Language Barrier _____

Please return this form to the Adult Facilitator of the Peer Tutor Team.

_____
Facilitator Name

Peer Tutor Report Form

Tutor: _____

Student: _____

Date: _____

Subject: _____

Skill Area: _____

Comments: _____

_____

_____

_____

Next Scheduled Tutoring Session

SCHOOL BEAUTIFICATION TEAM

With large student populations on many middle school campuses today, keeping the campus clean and tidy can be an endless chore. It is also a chore that is usually left to a maintenance person, and oftentimes, the chore is aggravated by students.

When students take responsibility for the cleanliness of their campus, the "Positive Peer Pressure" can be infectious and students begin to take pride in their school.

This team develops strategies for working to make this school clean and attractive. Such strategies could include:

- Painting trash cans with the school colors.
- Removing graffiti from school walls.
- Planting trees and flowers.
- Trash removal.
- Painting school logo in prominent places.
- Removal of gang graffiti in community.
- Painting doors, bleachers or numbers on buildings.
- Designing and painting a wall mural

Asking students to clean up their campus does not get much of a response. Allowing them to action plan strategies and develop their own plan to solve problems brings about their "buy in" to solutions.

Opinion Poll Team

In conjunction with Essential News — the nationally-published newspaper for kids — CHAMPS participants can contribute their ideas to the fun and fascinating "Kid-on-the-Street" Opinion Polls. These monthly polls survey what kids from across the U.S. think about issues of the day: the environment, news, sports and more.

Your own CHAMPS Opinion Poll Team will be formed to help gather the ideas and opinions of students at your school. As soon as Essential News comes out each month, clip the ballot from each paper's "Kid-on-the-Street" column. Students should discuss the issues in class, decide how they feel as an individual about the issues, and then complete the form.

It will be the CHAMPS Opinion Poll Team's responsibility to collect these ballots, total them and get them to Essential News. When helping to do a poll, remember to never influence others' ideas. It is also important to get all kinds of kids to respond: boys, girls, older, younger . . . kids of all backgrounds.

Once you collect the ballots, tally the results and report them to: 1) your CHAMPS Public Relations Team; 2) your school's Essential News correspondent; 3) your principal. If you don't have an Essential News correspondent or Cub Reporter, mail the tabulated results — plus your three best-written student responses (with each student's school picture) — to "Kid-on-the-Street", Essential News, P.O. Box 26908, Tempe, AZ 85285-6908.

Teachers should note that Essential News can provide a "Kid-on-the-Street" math activity packet that shows you how to tabulate results and figure percentages. The packet contains black line masters for a tally sheet, percentages worksheet and certificates of merit. For information about school or individual subscriptions, write to: Subscriptions Dept., Essential News, at the address listed above.

Essential News helped CHAMPS put together this concept for the CHAMPS Opinion Poll Team.

CHAMPS IN THE NEWS TEAM

An important part of CHAMPS is recognizing our achievements. But how can we do that if we never tell anyone about it?

The CHAMPS NewsletterTeam will be your school's official voice! From a student's perspective, your Public Relations Team will get the CHAMPS word out to the following groups of people:

1. **All students at your school.**
2. **All parents of those students.**
3. **The community around you.**

Your goal will be to publicize (spread the word) all the good things being done by CHAMPS; special teams, community projects, and individual or group achievements. Here's how to get started on your:

School Newsletter

Your school has a photocopy machine which could be used to print hundreds of one- or two-sided newsletters. Your job will be to write and produce the newsletter once every two months (September, November, January, March and May). A sample of the newsletter format is provided. Meanwhile, here are some extra tips:

- Identify a location in your school where students can leave material (story ideas, photos, reports) for your team.
- Typing or word processing (on computer) the CHAMPS NEWS would be great, but even hand-written (if neatly done) would be better than no newsletter at all.
- Be sure to have your English teacher "proof" all copy just before you print the newsletter.
- Use the CHAMPS logo (you can photocopy the one in the sample) on top of page one in the newsletter, and always show your school's name and mascot.
- Include a short message in every newsletter reminding students to share the newsletter with parents at home.
- Print enough for every student in the school, and distribute them through each teacher's mailbox at the school office.
- Give five extra copies to your librarian, five to the office for their files, and five to your CHAMPS advisor. Also, save 10 copies for "publicity" (see below).
- Keep an updated "CHAMPS NEWS" notebook in your school library.

NOTE: The following two layout pages show you exactly how to set up your newsletter easily.

CHAMPS Peer Leadership Program ■ September 1992

CHAMPS

Connolly Junior High School ▲ 2002 E. Concorda Drive ▲ Tempe, AZ 85282 ▲ 602-784-1219

Here's a Headline!

Your news item could be typed or handwritten like this. Be sure to give all of the information the reader needs. You can follow the "5 W's and H" method of reporting: who, what, when, where, why and how. You can even "paste up" small drawings, photos or special borders around articles. Print as many items as you can fit cleanly on one page. With all the great things going on with CHAMPS, you'll probably need to use the back of this page!

Here's a Headline!

Your news item could be typed or handwritten like this. Be sure to give all of the information the reader needs. You can follow the "5 W's and H" method of reporting: who, what, when, where, why and how. You can even "paste up" small drawings, photos or special borders around articles. Print as many items as you can fit cleanly on one page. With all the great things going on with CHAMPS, you'll probably need to use the back of this page!

Here's a Headline!

Your news item could be typed or handwritten like this. Be sure to give all of the information the reader needs. You can follow the "5 W's and H" method of reporting: who, what, when, where, why and how. You can even "paste up" small drawings, photos or special borders around articles. Print as many items as you can fit cleanly on one page. With all the great things going on with CHAMPS, you'll probably need to use the back of this page! Print as many items as you can fit cleanly on one page. With all the great things going on with CHAMPS, you'll probably need to use the back of this page! Print as many items as you can fit cleanly on one page. With all the great things going on with CHAMPS, you'll probably need to use the back of this page!

Communications Team Members

Johnny Jones
Jill Jones
Joey Jones
Jones Jones
Mrs. James, Sponsor

Here's a Headline!

Your news item could be typed or handwritten like this. Be sure to give all of the information the reader needs. You can follow the "5 W's and H" method of reporting: who, what, when, where, why and how. You can even "paste up" small drawings, photos or special borders around articles. Print as many items as you can fit cleanly on one page. With all the great things going on with CHAMPS, you'll probably need to use the back of this page!

Your news item could be typed or handwritten like this. Be sure to give all of the information the reader needs. You can follow the "5 W's and H" method of reporting: who, what, when, where, why and how. You can even "paste up" small drawings, photos or special borders around articles. Print as many items as you can fit cleanly on one page!

CHAMPS

Communications Team Members

SPECIAL EVENTS TEAM

A team of students with an adult facilitator can be responsible for planning and conducting at least one of these events each semester as well as recognizing CHAMP Of The Month.

CHAMPS Special Events include:

- Super Saturdays
- Assemblies
- Banquets
- Awards Ceremonies
- CHAMPS of the Month

CHAMPS Super Saturdays are one day events to expand CHAMPS participation to more students as well as parents. CHAMPS students each invite two friends and their parents to a mini-retreat of workshops. Guest speakers assisted by trained CHAMPS provide additional training on a Saturday to spread the concepts and excitement of CHAMPS.

CHAMPS Assemblies are opportunities to offer CHAMPS messages to more students and to reinforce the messages for trained CHAMPS. The assemblies are easily planned as guest speakers come into the school to present information and skills. Also, students can present assemblies on topics they deem important. Students should be involved in all aspects of the assemblies.

CHAMPS Banquets are an end of the year event including parents, teachers, community members and students. Recognition is given to individuals and projects which have shown results and exceptional effort.

CHAMPS Awards in combination with either a CHAMPS Assembly or CHAMPS Banquet, are awards for CHAMP accomplishments in the school or community. Certificates of completion are awarded to all participating CHAMPS.

CHAMP of the Month is a cooperative effort of students and school staff. CHAMPS of the Month are selected for positive peer role modeling. Students develop recognition criteria, an on-campus recognition display, and individual recognition incentives.

STUDENT SUPPORT TEAM

The Student Support Team works with the R.A.P. Adult Facilitators (see CHAMPS R.A.P. pages 159 & 162).

These students will select or be selected, to work with "At Risk Students". They will serve as positive role models during the R.A.P. sessions that are held with groups every other week.

These students should come from different groups and cliques on campus. Often times, a student who has previously been "At Risk", can be very effective with their peers. These students plan action strategies for reaching out to those hard to reach students.

Some of the ideas may center around:

- Student Buddy System
- Newcomer Support
- Homework Hotline
- Lunch Time Activities
- Attendance Improvement

A caring peer can often times be more effective than adults in changing attitudes and behaviors of their friends.

STUDENT DISCIPLINE COUNCIL TEAM

"Kids Listen To Kids - No Matter What"

Discipline at the middle school level becomes an increasingly heavy task for teachers and administrators. Disruptive behavior and even violence and gang issues are commonplace in most inner city schools. This council of students, representing responsible CHAMPS from various cliques and groups, can be extremely effective in helping to set discipline policy and suggesting ways to have students comply with the school rules. These "E.F. Hutton" CHAMPS will be heard and listened to by their peers. By using a process of "Asking Students" to help with the task of discipline and the consequences of negative behaviors, our chances of compliance greatly improve.

These students can meet once a week or every other week to discuss the discipline problems that are occurring on campus and suggest ways to handle the problems.

Several possibilities can emerge from this approach:

- Student Discipline Council can develop a Student Discipline Handbook - designing, writing and distributing it on campus.
- Student Discipline Council can work one-on-one with students who need assistance to change their behaviors. CHAMPS students help individuals to develop a personal plan of action to improve their self-discipline and reduce their discipline referrals.
- Student Discipline Council can, in a structured setting with adult facilitators (counselors, administrators, etc.), announce to students brought before the council the consequences of their behaviors.

COMMUNITY SERVICE TEAM

Nothing can build self-esteem more than serving others. Students rally to do community service when they are involved in the strategic planning of their projects. The following list of ideas have come from CHAMPS teams across the country.

1. Clean up a roadside area, a park, an alley, a vacant lot so it is litter free.
2. Take a group of underprivileged kids on an outing, to the zoo, a park, a picnic, or a walk that could end up with a hot dog roast.
3. Act as a big brother or sister to a child from an underprivileged neighborhood.
4. Write and illustrate a children's book to be given to a special child, a hospital ward or a school for handicapped children.
5. Do some kind of a handicraft project and give it to someone to whom you would like to show appreciation.
6. Mow a lawn as a favor, without pay.
7. Offer to watch someone's children for a couple of hours as a favor, without pay.
8. Clean a carport, garage, or attic for elderly people as a favor, without pay.
9. Share a special talent or skill of yours with a group of children in school, Cub Scouts, Indian Guides, Blue Birds, or Brownies, or possibly with an adult group of senior citizens. This could be playing a musical instrument, building models, cooking lessons, showing how a car engine works, etc.
10. Write a thank you letter to someone who has had a significant effect on your life, but up to this time you never told him/her.
11. Visit an older person who might really like someone just to talk with.
12. Select a needy family by checking with a minister, priest or Rabbi at a church, synagogue, YMCA, Salvation Army, etc., and see what a group of CHAMPS can do for them.
13. Offer your services to a family you know who is experiencing difficulty (illness, death, accident). You might cook dinner, take the children for a few hours, or ask them what needs to be done around the house.
14. Providing Christmas presents to an orphanage.
15. Earthquake/hurricane fund-raisers to earn money for victims of catastrophes.
16. Easter egg hunt for underprivileged children.
17. Adopt a grandparent through a local nursing home.
18. Grocery shopping for the elderly.
19. Send letters, pictures, gifts to servicemen.
20. Painting over gang graffiti in community.

PEER MEDIATION TEAM

Implementing conflict resolution programs in schools can have a positive impact on student to student relations.

A Peer Mediation Team can provide an alternate solution to conflict using an "Everyone Can Win" concept. Students learn skills that teach them to reach consensus or compromise.

Often times peer mediation programs are so time consuming and complicated that implementation is difficult. A simple peer mediation program can be started with a little effort, the following information, and a few strong and well respected students.

1. Identify a Coordinator.

2. Identify 10-15 Peer Mediators.

3. Meet with the Peer Mediators to:

    - Clarify the purpose of using peers to solve conflict.
    - Conduct Peer Mediation Training.
    - Practice with role-play situations. (utilized sample script)

4. Provide information to all students about the role of Peer Mediators before beginning Conflict Resolutions.

CHAMPS Peer Mediation Student Training
(Approximately 25-30 Students and Coordinator)

Day 1

A.M.

- Welcome / Agenda / Objectives / Norms
- Boundary Breaking - Establishing a Team
- Listening Skill Training

Afternoon

- Confrontation Skill Training
- Conflict Resolution Mode 1 - Negotiation / Mediation

DAY 2

A.M.

- Peer Mediation Practice (with video tape feedback if possible)
- Tailoring Peer Mediation to Your School - Action Plan

  -Delivery System
  -Staff / Parent / Student Orientation

- Closure and Evaluation

CHAMPS PUPPETEER TEAM

CHAMPS has developed two health promotion modules to be used in presenting to elementary school students.

The modules are:

- HIV/AIDS Prevention Peer Puppet Program
- Tobacco, Alcohol and Other Drugs Prevention Peer Puppet Program

These modules come with:

- three puppets, Harvey, Iva and Victor
- pre-recorded puppet shows on cassette tapes for each grade level
- a complete training manual
- puppeteer training video

and

- stage with frame and curtain.

The CHAMPS Puppeteers present shows on these critical issues to elementary feeder schools. Since older peers serve as puppeteers, the younger students listen, learn, and take the messages seriously, as they come from the puppets.

Contact CHAMPS for more information about these health promotion modules.

Guidelines For Developing
OTHER STUDENT INITIATED ACTION PLANS

There are many ideas for structuring teams around specific issues to solve problems. This process of CHAMPS works for all issues. The process of students working in small groups with an adult facilitator to solve school and community issues is the key to improving school climate.

The issues may be:

Gangs

Violence

Vandalism

Discipline Referrals

Tardies/Absences

Health issues, i.e. eating disorders, suicide, pregnancy prevention, AIDS prevention, and substance abuse.

Safety

Accident Prevention

Remember that students can be part of the solutions to these problems and begin by asking them to brainstorm any concerns of which they are aware. Write down all concerns. Briefly discuss the list, carefully eliminating projects which are outside the control of the students (i.e., facility additions, faculty changes, etc. - don't laugh!) Be careful also, not to limit the students too quickly, as many motivated CHAMPS teams have addressed issues initially seen by their sponsors as too big to tackle.

Continue to ask the children to find solutions. Use and re-use terms like:

- "What can we do?"
- "What <u>else</u> can we do?"
- "How <u>else</u> can we try it?

Continually throwing the discussion back to the students encourages them not to give up, assures them of your confidence in their abilities, and surprisingly, turns up excellent solutions to problems.

Utilize the CHAMPlan format for writing down the action steps. Ask different students to record this information, and to take responsibility for different action steps.

If students fail to carry out a responsibility, make a plan at the next CHAMPS meeting for solving the problem of students failing to carry out their responsibilities. At any time in which you hit a snag, simply use the planning steps to solve that part of the problem.

Building student leadership is an exciting process, and it happens best when students are provided with opportunities for success, and are guided and facilitated by adults who care about them.

Expanding CHAMPS Teams On A Middle School Campus

Begin with a Special All School Assembly:

It is important on a middle school campus to give all students the opportunity to be a CHAMP. Since only the "E.F. Huttons" from the various cliques and groups on campus were selected for the initial CHAMPS Day Training, this assembly will enable all students to hear about CHAMPS and become part of the solution, not just part of the problem.

One main goal of the All School Assembly is to inform all the students that the first CHAMPS are not an elitist group, but just the first to be trained. Trained CHAMPS are selected to share with the student body what the CHAMPS Day Training meant to them, and teams share their action plans for school and community team projects.

A challenge is then made to the entire student body..."It is time for a change. We, as students, need to make it happen. We are being given the opportunity to develop solutions for school and community problems. The staff of this school are willing to work with us and help us make our plans work. Let's become part of the solution, not just part of the problem. The time has come for students to take leadership and responsibility. An application will be available at the end of the assembly. If you want to get involved, please take an application, fill it out, and return it to a particular location within a certain time period."

Once these applications are screened, a Mini-Training for the students is held, utilizing CHAMPS as trainers. The new CHAMPS can be part of the existing teams on campus, or develop action plans for new teams. A copy of Mini-Training Design follows.

This "Special All School Assembly" sets the tone for the entire school. Not all students will want to become CHAMPS, but all students are given the opportunity. The format for the "Special All School Assembly" appears on the following page.

Expanding Staff Involvement

As teams expand, or new ones are started, obviously recruiting staff as facilitators needs to be considered.

"Staff" should be an all inclusive term to include teachers, administrators, counselors, support staff, teacher aides, parents and community members.

One of the best ways to recruit new team facilitators is using a "one on one" approach. As the CHAMPS Coordinator, visit with staff members and ask them if they can be of help and facilitate a team or co-facilitate a group of CHAMPS. Once the CHAMPS program is going along smoothly and staff can see the positive results, they will welcome involvement.

Never let anyone feel left out. Oftentimes staff who don't wish to work with a team will be very helpful in getting snacks or food donated for the student CHAMPS Day, or assist with business or corporate sponsorship and other logistical arrangement. Teachers and staff will love the concept of working smarter, not harder. When students solve problems, rather than create them, when kids are actively involved in their own learning, and when young people see themselves as responsible leaders supporting other students positive behaviors, education becomes a joy, and teaching becomes fun again. This is what we, at CHAMPS, mean by **working smarter, not harder**.

Special All School Assembly

30 - 45 Minute Assembly could be as follows:

5 Minutes -	Students share Cheers and Controls.
10 Minutes -	Selected students share what CHAMPS Training meant to them (one minute each).
10 Minutes -	Selected students share their Team's Action Plan or Project.
10 Minutes -	The Challenge:

"It is time for a change. We as students need to make it happen. We are being given the opportunity to develop solutions for school and community problems. The staff of this school are willing to work with us, and help us make our plans work. Let's become part of the solution, not just part of the problem. The time has come for students to take leadership and responsibility"

5 Minutes -	CHAMPS Applications made available to students. CHAMPS are placed at exits to hand out Applications.

NOTE: Use music, make it fun, and most important - Have the CHAMPS IN CHARGE !

CHAMPS Application
(Sample)

An additional campus training will be held at _____ (school) on _____ (date). If you wish to be a participant in this special CHAMPS training please complete this application and return it to _____ (CHAMPS Coordinator) by _____ (date).

A parent workshop prior to the training will be held on _____ (date). Attendance by a parent/guardian will be highly recommended.

(Optional) There will be a nominal charge of _____for the CHAMPS student leadership training which will include _____ (breakfast/lunch/dinner) and a CHAMPS t-shirt.

Name

_____, _____ _____
Last First Date

Grade _____ T-shirt size _____ Medium _____ Large _____ X Large

Please answer the following questions:

Yes	No	
____	____	1. Are you willing to commit your personal time to _____ CHAMPlans? (School)
____	____	2. Are you willing to make an academic plan?
____	____	3. Are you willing to be a positive role model?

Please write a personal statement as to why you wish to become a part of _____ CHAMPS Program.
(School)

StudentSignature_____

Student Name (please print) _____

Parent/Guardian Signature _____

Parent/Guardian Name (please print) _____

Trained CHAMP Signature _____

Trained CHAMP'S Name (please print) _____

Mini - Training Design
For Expanding CHAMPS Teams

This training can be held on a half day Saturday schedule or after school.

8:30 - 9:00	Introductions Expectations/Norms/Non-Negotiables
9:00 - 9:45	CHAMPS In The Ring (Trained CHAMP and Adult Facilitator in each group)
9:45 - 10:00	BREAK & SNACK
10:00 - 10:10	* Overview of Mini-Workshops. Students rotate for three 15 minute workshops. Trained CHAMPS should be involved in workshop by presenting with an adult.
10:10 - 10:20 10:25 - 10.40 10:45 - 11:00	3 Workshops - Students Rotate
11:00 - 11:45	Team Planning Students get overview of existing teams they may want to join or developed their own initiated action plan.
11:45 - 12:00	Victory Celebration Presentation of T-shirts, etc.

*Note: As an alternative to three 15 minute workshops, the CHAMPS team may select <u>one</u> of the three workshops to present in its entirety.

CHAMPS

R.A.P.
(Raising Academic Potential)

for

At-Risk Students

CHAMPS "R.A.P. " - Raising Academic Potential For At Risk Students

CHAMPS R.A.P. is a strategy for reaching At Risk Youth. The seventh and eighth grades are sensitive in the dropout syndrome. The transition from elementary school to high school is difficult for even the most solid students. It's a critical passage for most students. It is even more critical for students with poor reading and math scores, a high rate of absenteeism or truancy, discipline problems at home, school or both , and little or no participation in school activities.

To provide a positive link for these students, R.A.P. is a teacher/mentor approach with the added component of a student support team that addresses the needs of "At Risk Youth."

On the following pages you will find some specifics about R.A.P.

- Why are Students At Risk?
- Criteria for Identifying At Risk Youth.
- Structuring theTeacher/Mentor Process.
- R.A.P. Sessions - Activities, Lessons or Materials
- Utilizing the Student Support Team
- Evaluating Your Results.

Why Are Students At Risk?

Although we live in the most blessed of nations, large numbers of young people in schools are growing up frightened, confused, embittered, detached and alienated. This generation of youth feel insecure and have few present-day role models.

Even the youngest members of this generation live under pressure and stress. They know about, and fear, the nuclear bomb. They have heard about and are frightened by AIDS; and drugs afflict neighborhoods and schools, destroying the bodies and minds of large numbers of our youth. Sexual activity among the young result in millions of teenage pregnancies and unwanted births. At times, young people find themselves on the edge of despair and their lives end in suicide. Many of the forces that work against our youth originate in our society, community and family. The other, equally damaging to students, lies within the schools. The American student who sinks deeper and deeper into trouble may be a victim of home, neighborhood, and the school. Eventually, when the factors add up, these students appear to become a victim of themselves.

Major Factors That Can Put Students At Risk

From *American Association of School Administrators, Students At Risk, Problems and Solutions, 1990.*

Factors associated with SCHOOL AND SCHOOLING

- Course offerings inappropriate for students of low academic achievement
- Instructional materials (textbooks) unsuited for students
- Teaching styles ineffective with students
- Traditional emphasis on memorization, recitation, unsuitable verbalism
- Excessive testing and faulty interpretation of test results, especially for minority students
- Demands for higher graduation standards without accompanying provisions for remedial and tutoring services
- Lack of adequate counseling for students at risk
- Inadequate school services - mental health, social services, health services
- Disproportionate application of detention, suspension, and expulsion for students
- Inadequate opportunities for extra-curricular activities to meet the needs of students who work
- Repeated failure in school - leading to more failure
- Lag of one or more years in age and grade level in basic skills and academic achievement
- School climate hostile to students who do not "fit the norm"
- Teacher insensitivity to cultural and social differences among students
- Rejection of low academic achievers by their more able peers
- Failure of students at risk to find meaningful experiences in school

Factors associated with HOME AND FAMILY

- Divorce and its effect on children and youth
- Student anxiety, withdrawal, and depression caused by family quarrels, dissension, and eventual home break-up
- Trauma due to death or other family catastrophe
- Parental apathy for children
- Parental child neglect and child abuse
- Parents' own history of dropping out of school
- Frequent change of domicile, leading to changes in school enrollment - the "family on wheels"
- Negative attitude of parents toward education, schools, and teachers
- Parental overreliance on television to "entertain" children
- Lack of orderliness and discipline at home leading to student tardiness, absenteeism, and truancy
- Parental employment schedules leading to "latchkey kids"
- Lack of cultural resources at home - books, magazines, pictures, music
- Drug and alcohol abuse by parents
- Poor role models in home; no male or female role model in home

Factors associated with POVERTY

- Inadequate food, poor nutrition, and consequent dearth of energy for study and school work
- Damage to dignity and self-esteem when impoverished student compares himself or herself with others
- Alienation from main body of students based on economic lines
- Inadequate home facilities for study and homework

Factors associated with ETHNIC/RACIAL ORIGINS

- Deficiency in English language
- Deviation in habits, customs, language, and behavior from main body of students and middle-class norms
- Excessive punishment (detention, suspension, expulsion) brought about by differences in behavior of minority students
- Home backgrounds characterized by poverty, single parent, low value placed on schooling

Factors associated with STUDENTS THEMSELVES

- Low self-esteem
- Poor emotional health
- Lack of life goals; inability to see life options
- Lack of loss of hope for the future
- No self-discipline
- Peer pressure
- Drug or alcohol abuse
- Premature sexual activity
- Alienation from other students, teachers, family, and self.

Criteria For Helping To Identify At Risk Youth

From *American Association of School Administrators, Students At Risk, Problems and Solutions, 1990*

"First find'em, then help'em"

At Risk youth are potential non-completers who, because of social, health, or educational factors, are experiencing difficulty with learning, school achievement, progress toward graduation or preparation for employment, as evidenced by pupils who:

- Have been absent from school without acceptable excuses,
- Are parents,
- Have been adjudicated delinquent,
- Are one or more years behind their age group in school achievement.

Check Early Warning Signs

Relating to student's educational profile:

- Absenteeism/truancy/frequent tardiness
- Poor grades
- Discrepancy between ability and performance
- Reading level below grade level
- Difficulty learning math skills
- Cannot tolerate structured activities
- Lack of educational goals
- Feeling alienated from school
- Belief that school doesn't care
- Limited involvement in school activities
- Frequent change of schools
- Disruptive classroom behavior

Student's Family Background

- Single parent home
- Low income family
- Poor communication between home and school
- Siblings or parents who are dropouts
- Siblings are gang members
- Low educational level of parents
- Lack of parental expectations
- Dysfunctional family

Student's Personal Life and Behavior

- Inability to identify with peer group
- Friends not in school
- Poor social adjustment
- Difficulty relating to authority figures
- Disruptive behavior and rebellions attitude
- Emotional trauma
- Poor self concept
- Uses drug/alcohol
- Is delinquent
- Has attempted suicide

Identifying Students on Your Campus

- Determine the Adult R.A.P. Team (approximately 5 members)
- Develop an instrument for identifying your At Risk Student (may utilize sample)
- Select from Criteria List the characteristics that suit your local situation
- Get feedback from school staff and after approval, distribute the form to all staff
- In-service staff at a staff meeting in the use of the Identification Form
- Keep staff informed of progress
- Review Identification Form periodically and in-service as necessary

SAMPLE STUDENT PROFILE

Student's Name: _____

Age: _____ Grade: _____ Date: _____

Reason Student is At Risk (check as appropriate):

1. ___ Adjudicated Delinquent
2. ___ Pregnancy
3. ___ Absenteeism
4. ___ Poor Academic Performance
5. ___ Other

Indicators (check if the descriptive term applies to student):

___	Not involved in school activities	____	Non-goal oriented
___	Abused physical, emotionally, sexually	____	Poor self image
___	Absenteeism (10 days per semester)	____	Discipline Problems
___	Low Motivation	____	Severe depression
___	Drug/Alcohol	____	Transfer Student
___	Poor Peer Relations	____	Withdrawn
___	Culturally Disadvantaged	____	Family Trauma
___	Other (list)		

Form To Introduce Parents of Selected Students To The R.A.P. Concept

Date

Dear _____ ,

We are very excited about a new program. Our school is going to begin a special teacher/student mentor assistance program. The goal of the program is to promote a student's success at school. Specifically, we aim to help students build self worth and confidence, improve their time management and study skills, develop problem solving skills, and most importantly learn to set goals.

We feel your child would benefit from this personal support group which meets every other week for one class period and is facilitated by _____, a teacher at our school.

The students participating will not be penalized for missing work. The program begins the week of _____ and will end the week of _____. If you desire to have your child participate, please sign this form and return it to your child's homeroom teacher. If you have questions or concerns, feel free to contact myself or your child's classroom teacher.

Sincerely,

Principal

- - - -

Follow-up Letter

Date

Dear Mr. & Mrs._____,

Your child has been participating in R.A.P. (Raising Academic Potential) Program. I am pleased to report that _____ feels_____ has made significant gains in the program. Review of _____ profile reveals he has a better self concept, improved study skills, and has attained his individual goals. Indeed this personal support group has been beneficial for _____ because of the progress shown. Your child is being dismissed from the R.A.P. program. His performance will continue to be monitored by the teacher who facilitated his/her R.A.P. group.

Thank you for allowing your child to participate in this mentoring program.

Sincerely,

Principal

Structuring The Teacher/Mentor Process

- Identify five staff members who have concerns about High Risk students and a willingness to work with small groups of students every other week for one class period.

- After students have been identified, develop a list of 25-40 students who could benefit from R.A.P.

- Arrange students into four groups being sure to mix students to avoid potential personality conflicts.

- Assign students to each of the four staff members who make up the R.A.P. Team, leaving one staff member unassigned to allow for coordination of the R.A.P. sessions.

- Assign 2-3 students from the Student Support Team to each group to act as positive peer models who will take part in the sessions.

- Determine a meeting schedule whereby the groups can meet with the Staff R.A.P. Team Leaders as well as the Student Support Team members. We recommend that you meet with your R.A.P. Group every other week. You can meet at a specified time or all groups can meet on the same day.

  If possible, arrange for a substitute teacher twice a month to cover each staff R.A.P. Group Leader's class for the hour they meet with their group. The substitute rotates from class to class for four class periods. They free each staff member to meet with their group during one day every other week. They also free the one unassigned R.A.P. member who is coordinating the Teacher/Mentor Process. He/she utilizes this time twice a month to screen students, coordinate R.A.P. activities, support R.A.P. staff, and work with the CHAMPS Student Support Team.

CHAMPS R.A.P. Session Schedule
(Sample)

Staff R.A.P. Leader	Meeting Time (Every Other Week)	Location
*Mrs. Connie Crier, R.A.P. Coordinator	1st Period	Counseling Office
Ms. Dee Pressed	2nd Period	C-3
Mr. Hart Throb	3rd Period	D-1
Mrs. Holly Day	5th Period	B-8
Mr. Tommy Hawk	6th Period	Science Lab

* R.A.P. Coordinator is also given one hour of released time to conduct duties associated with R.A.P. including, screening At-Risk students, coordinate R.A.P. activities, support R.A.P. staff, and work with the CHAMPS Student Support Team.

Substitute Form

Rotating schedule for one substitute to release five teachers:

Time	Teacher	Location
Period 1 8:10 - 9:00	Mrs. Connie Crier, R.A.P. Coordinator	Counseling Office
Period 2 9:00 - 9:50	Ms. Dee Pressed	C-3
Period 3 9:55 - 10:40	Mr. Hart Throb	D-1
Period 5 12:30 - 1:25	Mrs. Holly Day	B-8
Period 6 1:30 - 2:25	Mr. Tommy Hawk	Science Lab

Utilizing The Student Support Team

Kids Listen To Kids!

This team of students develop action plans and strategies to work with At Risk Students, as well as attend R.A.P. sessions as positive role models.

These students will select or be selected to serve their school in this capacity following CHAMPS Training. The team makeup should be varied and represent different groups on campus. Oftentimes students who were previously "At Risk" can be extremely effective with their peers that are struggling with similar problems.

The Support Team can be facilitated by one or more of the staff R.A.P. session leaders to develop strategies for working with the identified groups. Strategies could include ideas such as:

- A Buddy System
- Newcomers Support
- Homework Hotline
- Lunch Time Activities

Evaluating Your Results

Utilize the form on the following page to evaluate the results of the R.A.P. Sessions by surveying the teachers, parents, and the students themselves..

Develop a follow-up plan for those students who continue to need support. Also, bring to the attention of the Student Support Team those youth who need special attention and facilitate them to develop a plan for assisting them.

Mid-Year Evaluation

I am a:

Parent Student or Teacher
(Circle One)

Student's Name _____

Date _____

Rate each area from 1 - 4 1 Poor 2 Fair 3 Good 4 Excellent

	Prior To R.A.P.	Following R.A.P.
Academics	_____	_____
Attendance	_____	_____
School Involvement	_____	_____
Discipline Referrals	_____	_____
Attitude About Self	_____	_____
Behavior At Home	_____	_____
Attitude With Peers	_____	_____
Involvement In Activities	_____	_____
Attitude About School	_____	_____
Controlling Anger	_____	_____

CHAMPS R.A.P. Sessions

CHAMPS R.A.P. Sessions

The CHAMPS R.A.P. Program utilizes a series of eight R.A.P. Session Outlines to be used every other week throughout the semester. Evaluation follows the semester of R.A.P. Sessions.

CHAMPS R.A.P. (Raising Academic Potential)

SESSION 1

SELF-ACCEPTANCE SKILLS

What's Your Bag?

Approximate Time: 40 Minutes

1. Pass out paper lunch bags to each student. Have old magazines, markers, scissors, glue and tape available.

2. Ask them to decorate the bag with drawings, words clipped from magazines, pictures, symbols, etc., so that the bag represents who they are. Give the students about 10-15 minutes to glue, tape, and draw.

3. Ask all students to select three small items that represent something important to them and put them into the bag. They may find items in their wallets, purses, book-bag, notebooks, or pockets.

4. Group students into trios again.

5. This time, designate one person to share, one person to ask key questions, and one person to "Special Watch & Listen" to the individual who is sharing. Rotate, so that each time, a new partner shares, a new partner asks key questions, and a new partner "Special Watches & Listens".

6. Give each student 5 minutes, including time to tell about their bag, their three items and why they are important, AND to answer their "Key Questions".

Key Questions

1. Please share with us the symbols, pictures or words on your bag.

2. Clarify for us what the outside of the bag tells us about the inside of you.

3. Please tell us what is important to you about the items you chose.

CHAMPS R.A.P. (Raising Academic Potential)

SESSION 2

LISTENING SKILLS
Total Time: 40 Minutes

Listening Losers
Approximate Time: 10-15 Minutes

1. Group students in three's. Ask each group to identify one student each as "A", "B", and "C".

2. Ask all the "A's" to take one minute to tell "B" and "C" the story of their life, making it as fascinating as possible.

3. Give the "B's" & "C's" the clear direction to NOT LISTEN.

4. Rotate so that "B's" are Not Listened to, and then "C's". Allow only 30 seconds to one minute for each.

5. Ask everyone to think of how that felt when they were not being heard. Ask for one word answers. Allow responses out loud.

6. Ask everyone to think of a time in which someone listened to them really well. Pause a moment then ask for one word descriptions again. Note the difference in the climate of the room.

7. Tell students that listening is one of the most important skills they can learn as a leader and that this lesson will help them to become better listeners.

Mini-Teach on Listening
Approximate Time: 25-30 Minutes

1. Brainstorm and record on newsprint: "Why People Don't Listen".

2. Ask everyone to sit in such a way that they display the qualities of a good listener.

3. Brainstorm and record on newsprint: "What do Good Listeners Look Like?" (What do they actually do?)

4. Demonstrate barriers to Good Listening by asking for role-playing volunteers to portray:

   a.) Put-downs

   b.) "Too Busy for You"

   c.) "I Can Top That"

5. Remind students that good listeners are careful not to interrupt even when they think they know what someone else is going to say. Tell them that the basic problem is that we THINK MUCH FASTER THAN WE TALK.

6. Finish the Mini-Teach by sharing the LADDER for good listening.

   L - Look at the speaker, show an active interest

   A - Ask questions

   D - Don't interrupt

   D - Don't change subjects

   E - Emotions. Keep them from interfering with real communication

   R - Responsiveness. Respond to tone of voice, facial expression and posture, as well as words

CHAMPS R.A.P. (Raising Academic Potential)

SESSION 3

SELF-RESPONSIBILITY SKILLS

Total Time: 40 Minutes

1. Have each student list on paper "Choices I Make in One Day". Challenge them to see who can have the most complete list in 3 minutes.

2. Ask students to share in pairs.

3. Allow one or two students to share list out loud.

4. Ask for conclusions or reactions about making choices. Record on newsprint.

5. Suggest that <u>all</u> Behaviors and Feelings are choices. Allow for some discussion, as this is a new thought for many.

6. Ask students, "Who is responsible for choosing all your behaviors?" Ask, "Who is responsible for choosing your feelings?"

7. Many students and adults are comfortable with the idea that someone "made" them feel a certain way, or that someone "made" them do something. Suggest that we are comfortable with this idea largely because we are making someone else responsible for our actions or feelings.

8. Introduce "Get-My-Way" behaviors by asking students to brainstorm all the things they do to "Get-Their-Way". Record on newsprint. Keep the tone light so that students begin the step of taking responsibility by acknowledging verbally and with laughter that they do indeed work hard to "Get-Their-Way". Examples of responses include: cry, pout, yell, ignore, and so on.

9. Ask students to make a "Get-My-Way Pie" by drawing a large circle (pie) on a piece of paper. (Trainer should model this on newsprint.) The "pie" is then divided into sections and labeled with the behaviors the student exhibits when trying to "Get-Their-Way". The size of the sections should reflect the amount of that behavior used. For example: "Alison's Get-My-Way Pie"

10. Students can share "pies" in pairs.

11. Suggest that taking responsibility for one's own feelings and behaviors is an important step in maturity. One important tool in accepting more responsibility is in using more responsible language. Conduct Responsible Language Activity.

12. Other responsible language changes say:

I will	NOT	I'll try

Do what you will, not "try" what you won't.

And	NOT	But

But cancels out the first half of the sentence.

I feel	NOT	We feel

You don't know how "we" feel, only how you feel.

I choose	NOT	You "made" me

There's always a choice . . . and it's mine!

13. Conclude this workshop with "New Choices".

a. One feeling I choose to change is _____.

b. One behavior I choose to do more is _____.

c. One behavior I choose to do less is _____.

CHAMPS R.A.P. (Raising Academic Potential)

SESSION 4

SELF-IMAGE BUILDING SKILLS

Scrolls

Approximate Time: 40 Minutes

Each of us needs to be told we're special. Taking the time to increase group members' feelings of self-worth has positive effects on the decisions they make. People who feel good about themselves are more likely to reach their goals, in the areas of academics, relationships, and ultimately their careers.

The objective of Scrolls is to help R.A.P. members increase their feelings of being special, unique and worth caring about.

1. Get a large piece of paper for each member of the R.A.P. group. This will be his/her personal "scroll". Write the person's name at the top, and put the scroll on a wall or a convenient place.

2. Have everyone in your group write down a positive statement on each person's scroll. Write on everyone's scroll but your own.

3. When all the entries are made, have one person roll up all the scrolls. Mark the outside with the person's name.

4. Read the comments to the person or let the person read their own. If you read the comments to the honored person, make sure they follow this ground rule: They can only respond with "thank you", "you're right", or "I liked hearing that; you can say it again!"

5. Conclude the activity with a Texas Hug. All group members circle up and squeeze. The scroll becomes the treasured property of the honored person.

AND HOW ABOUT THIS:

Have all group members make a list of what they like about themselves.

CHAMPS R.A.P. (Raising Academic Potential)

SESSION 5

GOAL SETTING SKILLS

What I Want To Be

Approximate Time: 40 Minutes

Rather than talking about the negative, it's helpful to promote positive goals and clarify and communicate what you want to become. It is very important to each to us to know what we want to become so that choices made on a daily basis will help each person grow in the desired direction. Many people think more about their vacations than they do about really important goals in their lives.

The objective of What I Want To Be is to develop, as a R.A.P. group, goals for each group member.

1. Have each person begin by listing at lease five goals they have set for themselves. There are some examples of goals included in this activity. Remember, goals can be things you are working toward this week, this month, this year, or even further in the future.

2. Share your own list with other R.A.P. group members. Once everyone has shared his/her list, group members may want to add someone else's goal to their own list, or suggest an addition to another person's list. Sometimes other people have good ideas for us. With permission, add to each other's lists (parent's too!!!).

3. What are some obstacles you might have in reaching your goals? Talk about what you can do to help people reach their goals. Are there any specific goals that you could work on together? (For example, improving my pitching, taking more time to talk to each other, changing my relationship with my brother, running every morning.) Sometimes having a partner who encourages you or is trying to reach the same goal helps in accomplishing goals.

4. As we accomplish goals, and as we change, our goals change. Maybe each person in the family would like to keep his/her own list, or maybe you would like to put all the lists together and check back in a month to see what's changed, what's been accomplished, and what new goals you have.

5. Ask each group member to pair off with someone they trust. Ask them to state out loud, their commitment to the completion of their goals, and ask the partners to check with each other to see how their goals are coming.

POSSIBLE GOALS FOR SELF OR OTHERS:

Keep a daily diary
Learn to read well
Learn to listen
Share more with the family
Be healthy
Learn to say no
Find a new hobby
Make a great pot roast
Be neat
Be honest
Run a marathon
Stand up for what you believe in
Be persistent
Go for your goals
Make good friends
Join a baseball team
Get along with others
Learn to help (mom, sister, brother)
Speak my mind
Get a job I enjoy
Stop smoking
Be happy to be me
Exercise daily
Strive to get better at something I enjoy
Smile more often
Get organized
Be more responsible
Be an independent person
Always feel your family loves you
Feel good about yourself
Show respect for others
Do something nice for someone else.

CHAMPS R.A.P. (Raising Academic Potential)

SESSION 6

HEALTHY ALTERNATIVE SKILLS

Building Positive Addictions
Approximate Time: 40 Minutes

1. Introduction - Contrast the common definition with the dictionary definition of addiction.

   A. addiction - usually thought of in a negative sense (gambling, work, alcohol, nicotine, caffeine, food)

   B. addiction (dictionary definition) - anything that gets you to a freefloating state of mind

      1. negative addiction - zaps energy
         -often chemically induced
      2. positive addiction -naturally induced
         -adds energy

2. Addiction Continuum - Brainstorm Positive and Negative Addictions

Positive (+)	Most	Negative (-)
love	People	weak
worth	Exist	
strong	Here	

3. Discuss with the group:

   A. Three choices of the weak

      1. to give up - easier to give up than to deal with failure, or don't give up completely, but settle for less; relinquish responsibility for own behavior; shy away from people who are in success mold

      2. to take on a symptom
         a) act-out (class clown, rowdy, criminal behavior)
         b) become overly involved with own emotions (pout, depressed, emotional extremes, want someone else to fix them
         c) crazy - this was more socially accepted 20-25 years ago

d) Psychosomatic illness
   1) backache #1 physical complaint
   2) don't want to take responsibility for self

3. negative addiction
   a) release from pain or suffering
   b) intense pleasure

B. Six steps to Positive Addiction

1. Something noncompetitive that you choose to do. (shoulds, oughts, not very motivating). Noncompetitive people don't want to be a failure.

2. Possible for you to do without a great deal of mental effort.

3. Don't have to have someone else to do it.

4. You believe that it has some value for you (physical, mental, spiritual).

5. You believe that if you persist as it, you will improve.

6. The activity must have the quality that you do it without criticizing yourself.

4. Pass out copies of the Positive Addiction Assessment. Provide 10-15 minutes to complete the worksheet, and 5 minutes to discuss the positive addictions found within the group.

(Concepts taken from William Glasser's Identity Society)

Copyright 1978 The American National Red Cross

POSITIVE ADDICTION ASSESSMENT

Directions: List your favorites on the first line.
Ask five of your classmates what their favorites are.

NAME	TV PROGRAM	BOOK	SCHOOL SUBJECT	MUSIC	SPORT	HOBBY
ME						
1.						
2.						
3.						
4.						
5						

Circle any of the above items you consider to be POSITIVE ADDICTIONS.

CHAMPS R.A.P. (Raising Academic Potential)

SESSION 7

CRITICAL THINKING SKILLS

Approximate Time: 40 Minutes

1. Pass out copies of Critical Thinking Skills Activity and allow students to work in pairs for about 15 minutes.

2. Go over the answers, allowing students to tell each other the responses they discovered.

3. Ask students to define "CRITICAL".

   What does "critical" mean?
   What does "critical thinking" mean?
   What are "critical moments"?

4. Ask student to brainstorm critical moments in their lives when they needed to use critical thinking skills.

5. Close by asking each student to complete the sentence, "I am a critical thinker because _____.

CRITICAL THINKING ACTIVITY

1. SAND

2. MAN
   BOARD

3. STAND
   I

4. READING

5. WEAR
   LONG

6. R
   ROAD
   A
   D

7. CYCLE
   CYCLE
   CYCLE

8. T
   O
   W
   N

9. LE VEL

10. 0
    M.D.
    PM. D.
    D.D.S.

11. KNEE
    LIGHT

12. 11 11
    0 0

13. CHAIR

14. DICE
    DICE

15. T
    O
    U
    C
    H

16. GROUND
    FEET
    FEET
    FEET
    FEET
    FEET
    FEET

17. MIND
    MATTER

18. HE'S / HIMSELF

19. ECNALG

20. DEATH / LIFE

ANSWERS:

1. Sandbox
2. Man overboard
3. I understand
4. Reading between the lines
5. Long underwear
6. Crossroads
7. Tricycle
8. Downtown
9. Split level
10. Three degrees below zero
11. Neon light
12. Circles under the eyes
13. High chair
14. A pair of dice / Paradise
15. Touchdown
16. Six feet under ground
17. Mind over matter.
18. He's beside himself
19. Backwards glance
20. Life after death

CHAMPS R.A.P. (Raising Academic Potential)

SESSION 8

ADVANCED LISTENING SKILLS

Approximate Time: 40 Minutes

I. Introduce Active Listening Skills by stating the following about Problem Ownership.

When someone comes to you with a problem, you first decide if it is their problem or yours. When the problem is yours, you are the one who feels bothered. When the other person is bothered, the problem is theirs. If you are pointing out a problem that is yours, you confront them without putting them down by giving feedback. If the problem is theirs, you listen.

Active listening is one tool that helps the other person know you are truly interested in them. Set aside your personal feelings and give your full attention to the other person.

Sometimes the first problem is not the real reason for troubled feelings. You listen so you can really hear what the other person is saying.

2. Teach Effective Listening Techniques

Focus on what the person is saying. Respond in these ways to what they are saying.

Nod	Nod your head slightly and wait silently.
Pause	Look at the speaker expectantly without doing or saying anything.
Give a noncommital response. Also called "door openers".	"I see." "Uh-huh." "Is that so/" "That's interesting." Tell me more." etc.
Parrot what was said.	Repeat the last few words the speaker said.

Paraphrase the response	Rephrase with the <u>same meaning</u> what the speaker said.
Active Listen	Check your understanding of the feeling and meaning by giving feedback to the person in a questioning tone. ("You feel ___ because ___ ?"; "You felt _____ about _____ ?"; "That caused you to feel _ ?")

3. <u>Provide the following Cautions</u>

   A. Don't play <u>mind reader</u>. You can't know for sure how the other person is feeling until you check it out.

   B. Always state your guess about the feeling tentatively -- "I feel like your're angry. Is that right?"

   C. Don't overdo active listening. Recognize when someone really wants to talk and when they are just making a comment.

   D. Don't get into active listening unless you are prepared to spend some time and follow through.

4. <u>What to do after you've Listened</u>

   After listening you can help explore alternatives. Don't just give your solution. Act as a sounding board to the person's alternatives and offer more than one possible alternative if you have one in mind. Then help the person look at the consequences of the various options.

   Remember, feelings come and go. Active listening helps the person tell their feelings. It often diffuses the problem by releasing the hurt.

   To really listen, one mujst create a climate that is not critical or preaching. The atmosphere must be permissive, understanding, and warm.

5. Summarize Advanced Active Listening Skill with the following "Guidelines for Listeners".

6. Pass out Advanced Listening Sharing Sheets. Give students 5-7 minutes to fill them out and another 5 minutes to share in pairs. Ask students to practice using their Advanced Listening Techniques.

7. Close with a reading of Ray Houghton's "Please, Just Listen".

GUIDELINES FOR LISTENERS

1. FOCUS ON THE PERSON WHO IS TALKING.

2. LISTEN FOR THE FEELINGS OF THE TALKER AND THE CONTENT.

3. SHOW THAT YOU UNDERSTAND WHAT IS BEING SAID, CONTENT, AND THE FEELINGS.

4. SUMMARIZE THE MAIN POINTS.

5. AVOID ROADBLOCKS ESPECIALLY LABELING, JUDGING, OR GIVING ADVICE.

Advanced Listening Sharing

I can be angry with

I can be quiet and comfortable with

I love to laugh with

I can talk easily about my problems with

It's okay for me to cry with

I CAN REALLY BE MYSELF WITH

It's okay to share my fears with

I can show affection with

I can talk about an embarrassing experience with

I CAN TALK SERIOUSLY ABOUT MY DREAMS AND HOPES WITH

PLEASE, JUST LISTEN

When I ask you to listen to me and you start giving advice,
you have not done what I asked.
When I ask you to listen to me and you begin to tell me
why I shouldn't feel that way,
you are trampling on my feelings.
When I ask you to listen to me and you feel you have to
do something to solve my problem,
you have failed me, strange as that may seem.
Listen! All I asked was that you listen,
not talk, or do, just hear.
Advice is cheap: Fifty cents will get you both
Dear Abby and Billy Graham in the same newspaper.
And I can do for myself. I'm not helpless.
Maybe discouraged and faltering, but not helpless.
When you do something for me that I can and need
to do for myself, you contribute to my fear and inadequacy.
But when you accept, as a simple fact, that I do feel,
no matter how irrational, then I can quit trying to convince you
and get about the business of understanding
what's behind this irrational feeling.
And when that's clear, the answers are obvious
and I don't need advice. Irrational feelings make sense when
we understand what's behind them.
So please listen and just hear me. And if you want
to talk, wait a minute for your turn,
and I'll listen to you.

Ray Houghton, M.D.
Berkeley, CA

Reprinted with permission
from TEEN TIMES Nov./Dec. '79
Future Homemakers of America

SECTION V

THE RESULTS:

Evaluating Your Program

Base Line Data

It is important to keep records on student behaviors for the purpose of evaluating a Prevention Program.

There are many indicators that will assist you in assessing areas of concern. Drug and alcohol suspensions, incidents of vandalism, unexcused absences and discipline referrals give an indication of behaviors directly or indirectly related to current or future drug or alcohol use.

For the purpose of evaluating this program, we ask that you complete the following form with information for your previous school year. At the completion of the current school year we would request you send the same information. We want to compare the base data prior to CHAMPS implementation and after implementing the program.

Comparative data will be available from CHAMPS upon request.

We will assist you in the evaluation of your program's effectiveness as part of our national data base.

We ask that you keep records of:

- Discipline Referrals for Alcohol and Drugs
- Discipline Referrals for Tobacco
- Total Discipline Referrals
- Vandalism Incidents
- Unexcused Absences

The value of involving peers in problem solving as well as teaching leadership skills and giving responsibility to young people is well documented. The issues that take so much time away from the educational process will be impacted positively, as students become part of the solution to the problems facing our schools and communities today.

Base Line Data Form

NAME OF SCHOOL _____

ADDRESS OF SCHOOL _____

CONTACT PERSON _____

SCHOOL PHONE ( ) _____ HOME PHONE ( ) _____

	Previous Year____	CHAMPS Year____	Following Year____
Number of Discipline Referrals Due to Alcohol or Drugs			
Number of Discipline Referrals Due to Tobacco			
Total Number of All Discipline Referrals (fighting, defiance of authority, disruptive behavior, etc.)			
Number of Vandalism Incidents ($25.00 or more damage = incident).			
Total Estimated Vandalism for the Year.			
Percentage of Unexcused Absences			

Note: Calculate changes due to the implementation and follow-up of CHAMPS, by collecting information for the year in which you first implemented CHAMPS, as well as the prior and following years. Then compare to assess results.

OFFICE OF THE GOVERNOR

STATE CAPITOL, WEST WING
PHOENIX, ARIZONA 85007

FIFE SYMINGTON
GOVERNOR

May 13, 1991

Mr. Thomas M. Reynolds
Grants Management Officer
Block Grant Program
Division of Grants and
Contract Management, ADAMHA
5600 Fishers Lane - Room 13C-20
Rockville, Maryland 20857

Dear Mr. Reynolds:

Enclosed you will find the final evaluation for Arizona under the Community Youth Activity Program Block Grant. This evaluation covers activities supported by fiscal year 1989 funds.

If you have any questions about this report, please contact me at:

Jack G. Moortel, Special Assistant
Arizona Governor's Office
1700 West Washington, Suite 810
Phoenix, Arizona 85007
(602) 542-1474
Fax Number (602) 254-7601

Sincerely,

JACK G. MOORTEL
Special Assistant
Public Outreach

JGM/td

CHAMPS Peer Leadership conducted six training events in 1989 for the Governor's Office of Drug Policy, and involved 148 Arizona schools and 28 youth service agencies. In 1990, seven trainings were conducted involving another 138 schools. Four hundred and eighty-nine Arizona teachers and ninety youth service workers participated in 1989. In 1990, 658 adults participated. We estimate that over 14,000 Arizona fifth and sixth graders received training from these adults in peer leadership skills in 1989, with another 11,000+ student leaders being trained in 1990.

IMPACT EVALUATION

While schools and agencies gather data differently, one consistent effort was made to gather statistical results from within the State of Arizona. As a result, in schools where the 1989 trainings were conducted prior to the start of the school year or very early in the school year, dramatic results were evident during the year of training as well as the year following training. The three areas of significant change were:

1) Total Number of Discipline Referrals
2) Total $ Spent on Vandalism
3) % Rate of Absenteeism

The number of total discipline referrals in all reporting schools averaged 182 in 1988. By the end of 1989, the year in which CHAMPS was initiated, the average number was 75 total discipline referrals, a decrease of 61.5%. The number to referrals continued to decrease again in 1990, the year following the training, to an average of 37.6 referrals, an additional decrease of 55.8%. The total impact upon number of discipline referrals from 1988-1990 is a marked 82.9% decrease. This is consistent with initial results of 75% decrease in discipline referrals for Midwest schools participating in CHAMPS.

Schools conducting training prior to the start of the 1989-90 school year also show positive results in reducing absenteeism, a known factor of high risk student behavior. The baseline absenteeism rate reporting schools in 1988-89, the year prior to training, was 5.1%. In the 1989-90 school year, the average rate of absenteeism was reduced to 4.9%. The year after training, 1990-91, the average rate was further reduced to 4.1%. The total change from 1988-89 to 1990-91 was 1.0%.

One other area of measurement showing impact is vandalism. 1988-89 figures showed an average of $229 spent on vandalism. In 1989-90, the figure was reduced by 28% to $165 per school, and in 1990-91, the figure was further reduced by 76% to $39. Thus, total reduction of vandalism cost is 70%, a lowering of $190 average per school.

While CHAMPS implementation rate nationally is 94%, one reporting school provides an interesting contrast. They received CHAMPS training, but did not initiate the program. Their results showed undesirable changes. From 1988-89, total discipline referrals increased by 67%. It increased by another 35% in 1990, for a total increase of 125% over the three years. They had no vandalism but maintained a high rate of absenteeism at 11%. Eleven per cent is over twice the average of participating CHAMPS schools.

SECTION VI

THE EXTRAS:

The Supplemental Materials

How To Use Your Supplemental Materials

This section contains all the materials needed to be duplicated for students on their successful CHAMPS Day.

There is no need to search through the manual to make sure that you found everything, for it is all collected for you, with page numbers removed. This is an easier way, too, to make sure that all pages get returned to the manual following CHAMPS Day, and are ready to go for the next CHAMPS Training.

CHAMPS Game Plan Design

Spirit Meeting
8:30 - 9:00

Welcome
Introductions
CHAMPS - Name and Significance
CHAMPS Expectations/Norms & Non-Negotiables
CHAMPS Schedule Overview
CHAMPS Name Challenge

CHAMPS Meet CHAMPS
9:00 - 10:00

CHAMPS Bingo
CHAMPS in the Ring

Break
10:00 - 10:10

CHAMPSkills
10:15 - 11:00 - Session I
11:05 - 11:50 - Session II

Introduction to Champion Skills
Rotating groups (3) - approximately 45 minutes each

Lunch
11:50 - 12:30

CHAMPSkills
12:30 - 1:00 - Session III

CHAMPS Make Wise Decisions
CHAMPS Control Their Anger
CHAMPS Choose Healthy Alternatives

CHAMPS Teams
1:15 - 2:30

CHAMPS CHEERS
CHAMPlanning

Victory Celebration
2:30 - 3:00

Review of Skills
"I Learned... Statements
CHAMPS Make Commitments
Presentation of T-Shirts and /or Certificates
Evaluation of the Day

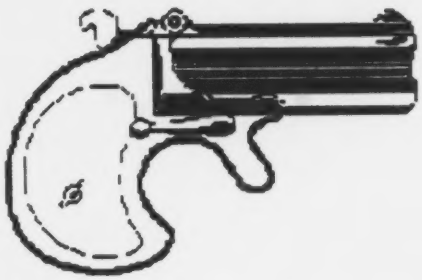
Note: Adjust times as necessary to meet your school day time frame.

Find someone who:

Has been to a summer camp	Has done a community service project (What was it?)	Has baby blue eyes	Has accomplished one major goal in their life. What was it?
Can name seven state capitals	Has traveled outside of the country	Has had more than three girlfriends (or boyfriends)	Wants to be an astronaut
Has run a 10K	Knows the square root of 81	Can tell what DNA stands for	Has hit a home run
Can do a 360 on a skateboard	Has performed a solo in concert	Has a water bed	Can name all nine planets

CHAMPS BINGO
MIDDLE SCHOOL

Guns and Youth Survey



- 9% of 10 - 19 year-olds say they have shot a gun at someone else.
- 11% say they have been shot at by someone with a gun during the past year.
- 15% say they have carried a handgun in the past 30 days.
- 4% say they have taken a handgun to school during the past year.
- 39% know someone personally who has either been killed or injured from gunfire.
- 59% say they could get a handgun "if I wanted one".
- 22% say they would feel "safer" having a handgun on their person if they were going to be in a physical fight.

Source: L H Research Inc.

Peer Mediation Model

Step 1	Each person describes the situation. (Just the facts, no emotions or feelings.)
Step 2	Each person describes his or her feelings. Have the other person paraphrase those feelings.
Step 3	Each person describes the desired change.
Step 4	Each person tells what he or she is willing to do to bring about the desired change.
Step 5	Plan the specifics for the agreed-upon change.

The Secret to "UN-Angering"

1. Introduce the following concept:
   ANGER is a SECONDARY EMOTION

2. Ask students to define "Secondary" and "Primary".

3. Share with the students, the fact that there are only two primary emotions.

4. Ask if they can identify the two primary emotions
   a) fear
   b) hurt

5. Suggest that they always consider this when they are dealing with anger, whether it is their own anger or someone else's anger.

Re-Learning Anger

1. Ask yourself "What am I afraid of?"
   or "What hurts?"

2. Ask person with whom you are angry to speak to you, alone.

3. Ask person when and where would it be convenient to discuss your concern.

4. Acknowledge that other person may be upset too.

5. Use positive confrontation.

6. Utilize peer mediation

7. Utilize physical release
   - -take a walk
   - -run a lap
   - -hit pillow
   - -jump up and down (bed, trampoline, floor)
   - Brainstorm others

8. Utilize highly physical releases
   - -newspaper battle
   - -water gun battle
   - -paper bag battle (inflate the bags)

Confrontation: A Model

Used when a particular problem is causing you concern and the other person seems to be unaware that there is a problem.

STEP 1: Think long and hard concerning problem ownership.

STEP 2: Set the stage.

STEP 3: Statement of fact.

STEP 4: Statement of Loss (use universally accepted loss statement). Show how you hurt! !

STEP 5: Statement of what you want to happen.

STEP 6: Shut up - shift gears and do some active listening. Listen for facts and feelings: give feedback. Be aware -- when you confront, emotions surface. This may be extremely informative for you and useful to the other person.

STEP 7: What do we want to happen. No deferring, both declare, try to reach a shared decision.

<u>WHEN NOT TO CONFRONT!</u>

1) When Hungry
2) When Angry
3) Coming or Going
4) In Bedroom
5) In Front of Others
6) When You Haven't Thought Problem Through

Conflict Resolution - A Model

Set the Stage: try to get with the other person at a good time and in a comfortable setting - with no distractions!

5 Basic Steps

1. Brainstorming: What happens when you and I have a conflict?
   List behaviors and feelings.
   Example: Door slamming, crying, etc.

2. Ideal Situation: What would we like to take place after we resolve this problem?
   Example: talk more, go out together, etc.: _____

   Immediate Long Range

   _____
   _____
   _____
   _____

3. Change: What do you want me to change? What would you be willing to change? Be very specific!

   Me You

   _____
   _____
   _____
   _____

4. Don'ts: What do you not want to happen anymore (that usually does)?

   _____
   _____
   _____

5. Plan: What do we specifically want to happen?
   -No deferring
   -Both declare
   -Reach a shared decision
   Evaluate Plan periodically - - if it's not working, make a new one or modify the old one.

Decision-Making Model

Teach all students the following Decision-Making Model, giving examples along the way.

1. IDENTIFY AND DEFINE THE PROBLEM OR DECISION

2. GATHER INFORMATION

3. BRAINSTORM ALTERNATIVES

4. PREDICT CONSEQUENCES

5. CHECK THE "FORGOTTEN FACTORS"
   - ATTITUDES, VALUES
   - FEELINGS, EMOTIONS
   - PRESSURES: PEER, ADVERTISING, FAMILY
   - RISK LEVELS
   - HABITS

6. CHOOSE AN ALTERNATIVE

7. IDENTIFY AN ACTION PLAN

8. ACT

9. EVALUATE

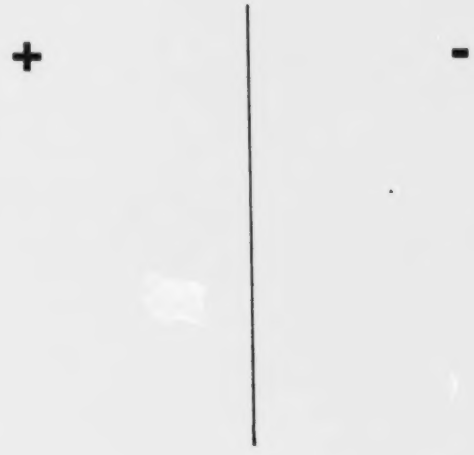
Decision-Making Model

Approximate Time: 5 Minutes

1. Teach all students a simple Decision-Making Model called "Pro's and Con's".

2. Ask them to draw a vertical line down a blank sheet of paper, marking a plus sign (+) on the left and a minus sign (-) on the right.

   Example:



3. Ask students to write down all the positives that will come from a decision on the left side of the paper and all the negatives that will come from the decision on the right side.

4. After counting the number of items on each side of the paper the student should have a clearer idea of the best decision to make.

5. Alert all good decision-makers to consider more than simply the number of pro's or con's, but also the importance of each. For example, if the only negative consequence of a decision is that you could die or hurt someone, that is important enough to offset a long list of positives.

6. Ask students to go back and circle the most important consequences, both positive and negative.

Team CHAMPlan

Name _____

Date _____

This is a team action plan. It can center around a school or community project. State your goal as it relates to your project. Explain how you are going to accomplish your goal. Set a date to evaluate your progress.

Goal _____

_____

_____

Steps we will take to reach our goal:	Who	By When
1.		
2.		
3.		
4.		
5.		

We will know when we have reached our goal when: _____

_____

We wish to evaluate our progress and reach our goal by (date) _____

We are committed to this action plan.

Signature of each team member

_____

_____

_____

_____

_____

CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS •

CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS •

CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS • CHAMPS •

CHAMPS Day Student Survey

On a scale of 1-5 with a 5 being the most favorable, please vote the following sections of CHAMPS Training.

	1	2	3	4	5
Spirit Meeting					
Games and Energizers					
CHAMPS Make Wise Decisions					
CHAMPS Control Their Anger					
CHAMPS Choose Healthy Alternatives					
CHAMPS CHEERS					
CHAMPlanning Teams					
Victory Celebration					

Please write your comments about the day:

SECTION VII:

THE ENERGIZERS

Resources For The CHAMPS Team

Energizers

These energizers are to be used as desired during the CHAMPS Day activities or throughout the year..

We're in Alphabetical Order!

Participants number off one, two, three, four. (You will want approximately 15-20 students in each team). When the leader says, "Go", each group will try to beat the other groups by arranging themselves in alphabetical order by LAST NAME. The group that finishes first shouts, "We're in order." The other groups will listen as they say their last names in the order they arranged to see if the group is correct.

Tiger, Gun, Man

The group is divided into teams of 10 and given a number. Team one, team two, etc.

Two teams are called to form lines facing each other. The teams are given 10 seconds to huddle and decide if they are to be a tiger, gun, or a man. The teams then line up and face each other for the stand off.

The team winning 2 out of 3 goes on to round two and the other team sits out. You continue until you have a winning team.

At the stand-off, the leader counts to three, and each team demonstrates their choice: tiger - lunge forward and claw while growling viciously; man - pound on chest and give Tarzan cail; gun - assume a shooting stance and yell, "bang".

The tiger beats the man,
The man beats the gun,
The gun beats the tiger.

- **Do You Know Your Neighbor?**

The group sits in a circle with no empty chairs. The leader approaches an individual, addresses him by name (ask if you don't know it), and asks, "Do you know your neighbor?" There are two possible responses:

1. "Yes, I know my neighbors" . . . in which case everyone, including the leader, scrambles for a new chair.

2. "Yes, I know my neighbors but I want to meet everyone with blue eyes, (or who wears jeans, or has two pets, or wears contact lenses, or plays on a school athletic team, etc.) In this case, anyone who has blue eyes (or what was mentioned) must move at least three chairs to get a new seat. The leader will scramble for a seat as well.

The person who ends up without a chair becomes the leader for the next round.

***Refer to Workshop III - CHAMPS Choose Healthy Alternatives for additional energizers.**

Additional Sources of Energizers:

The New Games Book. New Games Foundation, edited by Andrew Fluegelman

More New Games. New Games Foundation, edited by Andrew Fluegelman

The Centering Book. Gay Hendricks

The Second Centering Book. Gay Hendricks

The Facilitators Handbooks for Structured Experiences.
University Associates Press